Curtin Business School

An Investigation of Professional Learning in Dynamic Environments

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DECLARATION

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made. This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Signed:

Dated:

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ABSTRACT

Typically, individuals and managers of organisations seek to sustain competitive advantage and maximise their potential through participation in training and development. Prior to this study, little was known about the specific nature of the relationship between training and development and organisational change in the participating organisations. The purpose of this research was to investigate, describe and evaluate this relationship in a volunteer organisation and two government agencies in Australian contexts. So, the researcher investigated adult learning within three organisations in order to understand participants' experiences with professional learning in a context of organisational change. As a result of this study the researcher made recommendations and developed a model that informs professional learning in dynamic environments.

This research was situated within the interpretive paradigm and data were collected using multiple methods. Data collection involved 210 questionnaires and 70 semi-structured interviews conducted across the three participating organisations. Quantitative questionnaire data were analysed using SPSS: Qualitative data from the questionnaires and interviews were entered into NVivo 7 and subsequently analysed with themes and categories identified. The major themes were provision, accessibility, motivation, effectiveness and relationship; the themes related directly to the research questions. Individual case reports were sent to managers in the participating organisations. The results are reported in the thesis as separate case studies and include the perspectives of both managers' and non-managers' experiences of training and development and its relationship to organisational change. Additionally, a cross-case analysis was conducted and discussed in relation to the literature reviewed in the thesis.

Primarily, the researcher found that there were direct and indirect links between training and development and the organisational change agenda, but participants were not always aware of these relationships. Typically, managers provided formal learning opportunities for staff but overlooked the benefits of informal learning. In practice, participants used formal education, non-formal programs, informal and

incidental learning; they recognised the benefits of informal and incidental learning. In this research, middle managers had difficulty accessing role-related training and development; managers and non-managers sought their own career development and job-related training and development beyond what was provided by their employers. Individuals' motivation to participate in training and development was influenced by its relevance to their careers, jobs, and interests. Their motivation to transfer what they had learned into practice in the workplace depended on the purpose of the learning and opportunities for its implementation. Also, it was found that program evaluation was inconsistent and evaluation of staff training and development was marginalised.

As a result of the findings, the researcher developed the 'Integrative Model: Professional Learning in Dynamic Environments (IMPLIDE)'; comprised of three components - *capacity*, *process*, and *approach*. A key feature of IMPLIDE was the up skilling of managers and human resource developers to facilitate effective training and development programs. The findings of this research and the subsequent development of this model have significance for academics and practitioners in the field of human resource development. As a consequence of this research, areas for further research have been identified, particularly, in relation to the current capacity and professional development of middle managers.

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CHAPTER 1: OVERVIEW

Introduction

In this study, the researcher investigated adult learning in three large Australian organisations in dynamic environments; understanding adult learning is essential for assisting individuals and organisations to be able to achieve sustained advantage in dynamic environments. In this chapter the researcher will set the stage, provide a background to the researcher and the research, consider motivation to learn and change, and describe the research study.

Setting the Stage

The technological revolution which birthed the knowledge economy has resulted in more dynamic environments. The rate of change has intensified from what Robbins, Bergman, Stagg, and Coulter (2003) referred to as 'calm waters' to what they described as 'white water rapids'. Even so, the technological advances and the emergence of the knowledge economy did not instantly overthrow the effects of the industrial economy; the legacy of which is still evident today and typified by hierarchical line management, specialised repetitive work, and a mechanical mindset. In the following paragraphs, some examples of changes currently impacting on people working and learning are described.

Examples Recent Changes

The time taken from the conception of an idea to its production has been reduced. For example, although photography was developed in 1738 it was not viable commercially until 1850. The time from conception to delivery for radio was 28 years; for television it took 12 years, nuclear fission took 6 years, the integrated circuit took 3 years, and the microchip took only 1 year. With rapid change the norm, many traditional concepts and practices have become obsolete (Burns, 2002; Middleton & Hill, 1996). Additionally, globalisation has changed the way organisations operate and how individuals work within them. Moreover, unproductive work and management practices, and restrictive regulations are perceived to hinder Australia's ability to compete effectively in the marketplace (Burns, 2002).

Ideas about education and knowledge have changed. For example, in an industrial world, life consisted of an initial opportunity for schooling and formal education which was followed by work and retirement; there was minimal recognition of any learning occurring once a person started work or retired. By contrast, in today's knowledge economy a one-off approach to learning is insufficient to sustain competitive advantage. For example, 1 year after graduation a computer science degree is outdated; for electrical engineering it is 2 years and for accounting and medicine it is 3 years (Burns, 2002). With knowledge, typically, doubling within a decade, lifelong learning has become essential, as well as the shared responsibility of education facilities, individuals, and organisations (Baker, 1999; Burns, 2002; DEST, 2005; McMahon, Patton, &Tatham, 2003).

Learning and working are no longer restricted to set locations; distance education, the Internet, and web based courses give people access to a wider variety of learning opportunities. Similarly, remote access to office networks, telecommunication, and transportation has enabled employees to work from multiple locations. Typically, employees can engage with a wider variety and number of jobs than their predecessors, so the need for individuals to gain new types of transferable skills and attributes has increased. Consequently, new approaches including flexible, on-demand, and interactive forms of training and development can be used to up-skill the workforce (Burns, 2002; DEST, 2005; McMahon et al., 2003).

Workforce demographics have changed. The imminent retirement of the baby boomer generation and a skills shortage has brought about the need to change the way people work and learn so that workers can remain in the workforce as long as possible. In 1970, 46% of the Australian population was under 25 years of age. The Australian Bureau of Statistics (1999, in Burns, 2002) predicted that by 2010, 40% of the population would be over 45 years of age and 32% of it below 25 years of age. It further predicted that 80% of labour force growth would be in the group above 45 years of age. Workforce participation was expected to increase for females and decrease for males. In 1994, 57% of the Australian population completed secondary or tertiary education: it was expected that this would increase to 68% by 2005 (ANTA, 2004; Burns, 2002).

The structure and nature of work has changed. In 1965 9.2 billion of today's jobs did not exist and a further 1.5 billion new jobs are expected to appear this decade (ANTA, 2004). Many companies employ a core of essential professionals, technicians and managers, outsource specialist roles such as accountancy and IT, and augment the workforce by employing a fluctuating group of casual and part-time workers to perform basic services and offset the load during peak periods. More people engage in non-standard employment and experience increasingly complex career paths marked by a variety of paid and unpaid positions in a range of fields throughout their lifetime. In Australia, in 2001, the number of white collar jobs outnumbered blue collar jobs. This trend, together with jobs in community services, the leisure industry and volunteer organisations, is expected to continue to increase (ANTA, 2004; Burns, 2002).

Governments, businesses, and individuals invest financially in education and training. In Australia, 25% of all wage and salary earners are casual employees; 50% of whom are likely to undertake self-funded training. Permanent workers are 50% more likely to participate in employer funded external training or in-house training. The new balance between permanent, contract, and casual workers has resulted in divided loyalties. Permanent employees are more likely to have a greater loyalty to an organisation than contract or casual employees, who whilst seeking to maintain positive advantage prioritise engagement with opportunities that promote their own personal well-being and future employability above loyalty to the company (ANTA, 2004; Burns, 2002; Cheng & Ho, 2001; Robbins et al.; 2004).

Currently, the general environment is typified by constant rapid change in a world in which knowledge has increased and which is connected through technology, transport, communication, and shared concerns about environmental sustainability and security issues. Furthermore, Australia is faced with (a) a skills shortage, (b) an aging population, and (c) the need for Governments, organisations, and individuals to respond proactively to ensure employees in the workforce are continually acquiring the knowledge, skills, and understandings essential for success in dynamic environments. In the following section, the ways in which adults learn and work are discussed.

Working and Learning in Dynamic Environments

It is important to consider adult learners in the context of their past, present, and future because adults' education from past experiences impacts on their present capacity to live, learn, and work. Throughout childhood and adolescence, individuals engage in significant formal education processes. In varying degrees, these early experiences with education equip individuals to enter the workforce and establish a mindset about how successful they could be in the future. However, there has been a concern that theories developed to promote children's learning do not fully cater for the learning needs of adults; a key premise in the field of adult learning is that adults' learning needs differ from those of children. Hence, some of the key features of adult learning are highlighted in the next paragraph (Burns, 2002; DeWolfe Waddill & Marquardt, 2003; DiLello & Vaast, 2003; Knowles, Holton III, & Swanson, 2005; Robbins et al.; 2004; Smith, 2002).

Typically, adults' view themselves as autonomous and therefore want to direct their own learning: their prior learning and experiences are valuable resources that can be used in professional learning situations. Additionally, adults are most motivated to learn when they are tasked with learning in relation to their current jobs, future careers, or lives; they are most receptive to learning during periods of transition or following major change events. For adults, immediacy is important; busy people prefer to apply their learning immediately in their current situations. Hence, adults' learning is problem, task, or life-centred; rather than subject-centred. Internal factors such as self-esteem, recognition, better quality of life, self-confidence, and self-actualisation motivate adults to learn (DeWolfe Waddill & Marquardt, 2003; DiLello & Vaast, 2003; Forrest, 2004; Knowles et al., 2005; Smith, 2002).

Training and development professionals provide a range of learning opportunities for employees. Training is typically competency-based and follows a behaviourist approach which is suited to specific skill development, but it may not meet all adult learning needs in the workplace. Formal courses often focus on the transmission of knowledge and follow a cognitive approach which is perceived to be a time efficient way of transferring knowledge, but evaluations have revealed that participants who

attend lectures and workshops have difficulty transferring their knowledge into practice in the workplace. Experiential learning and mentoring follow a humanist approach and are believed to be an effective means of enhancing performance and transferring professional learning into practice. More than half a century ago, Kurt Lewin, a major contributor to the theory and practice of planned change, wrestled with the question of why people failed to change their behaviour as a result of what they learned in seminars. He concluded that action, training, and research brought about sustained change (Burns, 2002; DeWolfe Waddill & Marquardt, 2003; Kramlinger & Huberty, 1990, Lewin, 1946; Showers & Joyce, 1996).

Training and Development and its Relationship to Organisational Change

In dynamic environments organisations undergo change, individuals often change jobs and the knowledge people gained through their pre-service education becomes obsolete. Therefore, according to Burns (2002, p.11) individuals and managers of organisations must recognise the need for ongoing professional development.

> *Continuing education and training programs will have to be developed not only by education and training institutions but also by professional bodies and employers. Lifelong education must be seen as an investment on the part of government, industry, and individuals.*

Interestingly, training and development emerged from the separate fields of education, psychology, and business (Kane, 1986). Even so, it can be difficult for managers to introduce training and development because, typically, learning is not the core business of most organisations; the production of goods and services, or sales, is more likely to be the core business.

In spite of it not being their core business, the ability of managers within organisations to provide effective professional development is significant because "the level of learning in organisations may in the future become the only differentiating factor between successful organisations" (Massey & Walker, 1999, in Miller, 2003, p.14).

Professional development is defined as "efforts to improve [staff] capacity to function as effective professionals by having them learn new knowledge, attitudes, or skills" (Gall et al., 1985, p.6). The purpose of adult education is "to facilitate and effect planned change in the behaviour of individual adult learners, learner groups, and institutionalised learner systems" (Boone et al., 2002, p.1). Thus, the goal of professional development is to improve organisational performance (Miller, 2003). According to Burns (2002, p.311)

> *An organisation has got it right when it has an education and training plan linked with a specific program for organisational change, when it maintains a specific budget for this, evaluates training using end-of-course questionnaires and maintaining a small in-house staff of suppliers of training, supplemented by outsourcing to deliver other programs.*

Todnem and Warner (1994) advocated staff development as an intentional process designed to bring about positive change; rather than as an event. Similarly, Fullan (2001b) confirmed that isolated one and two day workshops, typical of past professional development programs, were relatively ineffective and resulted in minimal learning being transferred into practice. Also, Griffin (1990) recommended that managers use a contingency approach which accounts for the dynamic nature of workplace environments rather than a universal approach in which all situations are considered the same. Hence, the use of systems thinking which goes beyond the isolated event and considers its context could be helpful when designing more effective professional development programs. Furthermore, the before, during, and after elements of professional learning programs should be intentional and systematic to bring about improved organisational performance (Coghlan, 1999; Fullan, 2001b; Griffin, 1990; Todnem & Warner, 1994).

Training and development is often used to improve (a) national competiveness; (b) organisations' productivity, quality, and ability to cope with change; and (c) individuals career opportunities (Smith, 1998). Typically, training and development is a significant factor in the budgets of many organisations. When cost of training was last measured in Australia, in 1997, it was estimated that organisations spent $7.4 billion on formal off-the-job training per annum (Robbins et al., 2004); in the

United States of America "it had become a $30 billion profession" (Chakiris & Rolander, 1986, Knowles et al., 2005). Lectures, seminars, videos, self-study, and e-learning are popular formal programs. According to North American research (Gordon, 1986, in Cacioppe, Warren-Langford, & Bell, 1990) middle managers were the most likely employees to participate in formal training and development programs; the top priorities were "performance appraisal training, how to operate new equipment, new employee orientation, leadership and time management" (Cacioppe et al., 1990, p.65). Similarly, Russell's research into Western Australian public service organisations (1988, in Cacioppe et al., 1990, p.65) indicated "performance management, induction, report writing, and management/supervision skills were the most frequently run programs." Furthermore, Galagan (1986, in Cacioppe et al.) predicted that internally developed courses would replace externally developed training packages, the amount of training for managers would increase, and there would be a trend towards integration of training functions.

Managers tend to opt for off-the-job training because on-the-job training methods, such as formal mentoring programs and job rotation, disrupt the workplace. In addition to this, it is estimated that 70% of workplace learning is informal, unstructured, and unplanned. Staff members learn from each other as they discuss workplace issues and go about their business as usual (Robbins et al., 2004). So, how effective is professional development? Even though most learning is informal on-the-job training, Harris, Simons, and Bone (2000, in Burns, 2002) found that staff participated for reasons of survival rather than for professional growth. Furthermore, Cacioppe and his associates (1990, p.56) noted that training and development was "conducted on a bits and pieces approach" hence "current development and training practices within Australia have considerable room for improvement."

Besides the problem of a disjointed provision of training and development, as identified by Cacioppe and his associates (1990), Fullan (2001b, p.21) identified the problem of "fragmentation and overload"; teachers in schools are faced with multiple and diverse policy changes and subsequent, but not necessarily aligned, professional development programs. Early evaluations of staff development among teachers indicated that transfer of learning is an issue and that as few as 10% of participants implemented what they learned in a workshop in the workplace (Showers & Joyce,

1996). Joyce and Weil (1986) conceptualised the issue of transfer as a new stage in the learning process and indicated that it only became a problem if it was not recognised. Transfer is seen to be more difficult when the training situation is vastly different to the work situation. For some jobs, like being a pilot, training situations are made more like the workplace through the use of simulators. In these training contexts participants studied theory, observed demonstrations, had opportunities for practice, and were provided with feedback. Trainees developed skills to the highest levels and were taught to apply skills under realistic conditions. However, direct transfer from training to the work situation, that is horizontal transfer, is difficult in jobs like counselling or teaching because, in these contexts, learning also occurs in the workplace and leads to vertical transfer which was enhanced by the study of theory, multiple demonstrations and opportunities for practice over time, together with feedback and coaching from mentors in the workplace. The opportunity for employees to practice what they have learned in the workplace is crucial to successful transfer of learning (Burns, 2002; Joyce & Weil, 1986; Showers & Joyce, 1996).

According to organisational change literature many change initiatives fail to achieve their goals; employees are unable to put the required changes into practice in a sustainable way (Kerber & Buono, 2005; Loup & Koller, 2005). It takes time, effort and nurturing to grow individual and group learning in the workplace until the new ways of thinking and behaving become embedded in everyday practice. It was noted by Gray (2005, p.72) that:

> *Successful organisational change requires vision, persistence, courage and the ability to thrive on ambiguity. In addition it requires the skill to create meaning for that change in order to engage those who have a stake in the outcome and allow them to participate in the process.*

To accomplish this kind of change and foster the transfer of learning, leaders need to know where they were going, persevere, and make adjustments as necessary. Furthermore, leaders have to be able to communicate the need for change to staff; thus, raising employees' awareness of the change agenda and increasing their commitment to particular organisational change initiatives. Although employees'

participation can not guarantee success, it could be difficult to achieve without it (Gray, 2005; Kerber & Buono, 2005; Loup & Koller, 2005).

With the increased pressure for greater accountability, also, the need to evaluate staff development has increased. Problematically, evaluation of staff development has been minimal and resulted in the withdrawal of programs because of insufficient evidence of their effectiveness. However, most worthwhile change requires time for adjustment and refinement; staff typically experiment during the first year, make adjustments and consequently achieve better results in the second year of implementation (Todnem & Walker, 1994). Consequently, it has become increasingly important to understand adult learning in dynamic environments and develop more effective and sustainable approaches to training and development.

Significance of this Research

The dynamic nature of the current environment has made it all the more important for individuals and organisations to continually learn and adapt to changed conditions. Moreover, understanding the nature of the relationship between training and development and organisational change could have an impact on the level of strategic advantage individuals and organisations can achieve as a result of their engagement with professional learning. Therefore this research is significant for academics, managers, and human resource developers in the fields of management, training and development, and organisational change and development. In the following section the researcher has described her professional background; as a result of which the idea to conduct this research was conceived.

Background of the Researcher and the Research

The researcher has worked in the field of education since the early 1980s as a teacher in private and public schools and in the tertiary sector. From 2001-2006, the researcher worked as an educational consultant in the district and central offices of a state government education department in the areas of curriculum improvement and literacy. For example, from 2001-2002 the researcher was the district manager for the federally funded Quality Teacher Program; an initiative which sought to improve teaching and learning through the provision of funding for teachers, schools and

groups of schools to engage in action learning. As part of this role, the researcher worked with teachers to reflect on, write about and disseminate their professional learning experiences through cases studies. Subsequently, as a postgraduate student, the researcher analysed the Quality Teacher Program case studies as part of Master of Education (by research) degree. In 2003 the researcher completed the dissertation entitled; *Teacher Identification of Significant Action Learning Experiences Leading to Professional Growth*. Findings from that study were used to develop a model that mapped contextual and experiential factors that resulted in the transfer of professional learning into day-to-day practice and, therefore, produced sustainable change (Bolt, 2003). During 2003 the researcher worked as a Curriculum Project Officer in the department's central office where she gained a broader perspective of professional development and organisational change. Following this, for two and a half years the researcher was a Service Area Curriculum Consultant; as such she was one of 12 centrally appointed state literacy consultants. The service area was comprised of one large metropolitan district, one rural and one remote district. After this, in 2006, the researcher moved back to the central office as the state Project Manager for Professional Support. Thus, for six years the researcher managed curriculum projects and provided leadership and professional development for teachers in order to bring about organisational change and curriculum improvement.

In late 2006 the researcher left the education department to take up a position as Coordinator of Teaching and Learning at Curtin Business School. In this role, the researcher provided leadership and support for academics particularly in relation to the scholarship of teaching. Although the researcher's idea to investigate adult learning and organisational change emerged from her work with the education department, the majority of the doctoral research was undertaken whilst she worked at the university. Also, during 2007-2009 the researcher wrote and published six papers based on this doctoral study. In 2009, the researcher was awarded the 'International Award for Excellence' for the paper entitled 'Building the Capacity of Learning Professionals through an Infusion of Formal and Informal Learning' which was published in 2008 in *The International Journal of Knowledge, Culture & Change Management* Volume 8, Issue 3, pp.179-186. As a result of this the researcher was invited to present the winning paper and conduct a discussion forum at the 'Ninth International Conference on Knowledge, Culture and Change in

Organisations' to be held at the Northeastern University in Boston, Massachusetts, USA in June 2009.

Through this study, the researcher sought to understand the nexus between adult learning, professional development, motivation, and organisational change and development. This was a broad and diverse field of literature so it was necessary to narrow the scope of the literature review to consider those areas that were most relevant to the research questions. Consequently, some areas of literature have a greater focus than others. The researcher reviewed literature that related to adult learning (Anderson, 1997; Burns, 2002; DeWolfe Waddill & Marquardt, 2003; DiLello & Vaast, 2003; Foley, 2004; Forrest, 2004; Jarvis, 1987; Knowles, Holton III, & Swanson, 2005; Sewchuk, 2005). Also, literature pertaining to effective professional development was reviewed (Bolt, 2003; Gall, Renchler, Haisley, Baker, & Perez, 1985; Showers, Joyce, & Bennett, 1987; Todnem & Warner, 1994). Motivational factors, such as career development and organisational culture that influenced adult learning in the workplace were investigated through a review of the literature (Fullan, 2006; Wlodkowski, 1999). Also, literature pertaining to organisational change and development was reviewed (Dickens & Watkins, 1999; Kerber & Buono, 2005; Lewin, 1946; Revans, 1998; Robbins, Millett, & Waters-Marsh, 2004; Senge, Scharmer, Jaworski, & Flowers, 2005). In the following section, motivation to learn and change is considered.

Motivation to Learn and Change

Change is complex and frequently difficult to sustain; people find it difficult to change even when they know they have to. In explanation of the phenomenon, Deutschman quoted John Kotter of Harvard Business School as saying (2005, in Fullan, 2006, p.36)

> *It is never about strategy or structure. It is always about changing the behaviour of people … behaviour change happens mostly by speaking to people's feelings. In highly successful change efforts, people find ways to help others see the problems or solutions in ways that influence emotions, not just thoughts.*

Thus, the concept of personal meaningfulness is an important element of individuals' learning and consequently their capacity to change. Brophy (1988, in Wlodkowski, 1999, p.4) defined motivation to learn as a "tendency to find learning activities meaningful and of benefit". For adults, motivation emerges when what they are learning makes sense to them and is consistent with their values and perspectives (Wlodkowski, 1999). The question of job-involvement or career-commitment arises when a person sees their career as a life-long process and the job as short-term. Employees who work in cultures low in job security pay more attention to advancing their careers than promotion. Therefore, the growing trend towards contract work within Australia could result in workers directing their efforts towards career-enhancement, rather than improving job-performance which benefited both employees and organisations. Conversely, employees who experience a high degree of satisfaction in their jobs could direct their efforts solely towards organisational goals and fail to address their own career needs in a volatile employment market (Cheng & Ho, 2001; Robbins et al., 2004).

Furthermore, adults are intrinsically motivated and want the ability to choose what they perceive to be both valuable and enjoyable as their learning experiences. Accordingly, adult learners assign value to internal motivators such as quality of life, satisfaction, and self-esteem. Similarly, in his expectancy theory, Vroom highlighted the relationships between (a) effort and performance, (b) performance and reward, and (c) rewards and personal goals (Robbins et al., 2004). So, in other words, if a goal is important to an individual and if they expect their efforts to be rewarded in a personally valuable way, the more motivated they will be to act to achieve the gaol. In other situations people engage with activities because of the satisfaction they get from doing them. Activities from which people gain such satisfaction are more likely to (a) be work-related, (b) be challenging, (c) require a high level of skill, (d) be goal-directed, (e) provide feedback, and (f) require concentration and creativity, rather than being leisure activities (DeWolfe Waddill & Marquardt, 2003; Robbins et al., 2004; Wlodkowski, 1999).

Therefore, managers need to recognise employees' need for meaning and purpose in their work and to foster work environments in which employees are recognised and valued for what they bring to the organisation. Furthermore, in work environments

which are conducive to learning there is a sense of purpose, focus on individual development, trust, openness, employee empowerment, and toleration of employee expression. Research showed that organisations that provide opportunities for employees' development outperform those that do not; also, they improve organisational productivity and reduce staff turnover (Robbins et al., 2004).

In conclusion, the ability to learn and adapt to the challenges of dynamic environments contribute to the sustained advantage of individuals and organisations. Accordingly, individuals learn in order to satisfy their own career needs: managers in organisations invest in staff development to implement organisational change. Even so, this brief review of the literature has shown that change, as an outcome of learning, is difficult to sustain and that the majority of change initiatives fail (Fullan, 2006; Kerber & Buono, 2005). Even though adult learning is diverse and complex, it is critical to the success of both individuals and organisations; yet, typically, research into teaching and learning has focused on the concerns of children and adolescents - not on adults' learning (Nesbit, Leach, & Foley, 2004). Hence, the purpose of this research was to investigate adult learning in large organisations in dynamic environments; the research study is described in the following section.

The Research Study

The research was situated within the interpretive paradigm and used multiple methods to collect data. It is important to note from the outset that the researcher adopted an 'overview' perspective. For example, an overview of the provision, accessibility, associated motivational factors and effectiveness of 'training and development' was investigated, rather than particular programs. Furthermore, an overview of 'organisational change agenda' was sought in terms of 'organisational needs', rather than the manner in which specific change initiatives were implemented. In Chapter 3, the research methodology is explained in more detail; however, in the following paragraphs the topic is defined and the research purpose, conceptual framework, participants, questions, method, and ethics are described.

Defining the Topic

The focus of this research was adult learners who were engaged in professional learning in the context of their work within three large Australian organisations. Hence, the term 'the adult learner at work' is used to describe the research focus. Additionally, the organisational context was important to this research and, therefore, 'adult learners at work' were considered in relation to the change and professional development agenda of their workplaces.

In this study, the researcher recognised that research participants used a range of nomenclature, abbreviations, and acronyms to describe their experiences with training and development. It is difficult to define 'training and development' because of the range of its associated approaches and activities. Confusion has arisen from the usage of seemingly interchangeable terms such as training, training and development, professional development, professional learning, education, employee development, and human resource development. In the literature, Nadler (1982) contended that training related to individuals' current roles, education applied to their future occupations, and development was linked to individual or organisational growth. However, Nadler's (1982) definition did not accurately describe the situation in Australia where training was defined by Smith (1998) as job-related, skill-based and founded on a behaviourist approach to learning and education, and where development was seen as growth-oriented. In the Australian context, education that occurred in formal institutions, referred to cognitive growth; development was based on personal needs and followed a humanist approach to learning (Foley, 2004; Nadler, 1982; Smith, 1998; Sork & Newman, 2004).

In this research study, when participants were asked about their training and professional development, they referred to any learning activities with which they had engaged as 'training' or 'training and development'; regardless of whether or not the learning experiences were based in behaviourism, cognitivism, or humanism. The connotations of the term 'training and development' are that it is learning provided by the employer and it is likely to be formal; thus, the influence of informal and self-directed learning is silenced. In the course of this research participants, also, referred to their own self-directed and experiential learning which was in addition to what

they received from their employer. 'Training and development' is a term more commonly understood and used by participants. Therefore, throughout the thesis the term *training and development* is used in reference to participants' experiences. However, in an endeavour to create a more expansive conception of training and development, the researcher uses the term 'professional learning' to connote formal, informal, and experiential professional learning either provided by organisations or self-directed by individuals.

The formal and informal learning activities referred to in this research were conceptualised as four distinct types of adult learning consistent with Foley's (2004) definitions; that is, formal education, non-formal programs, informal, and incidental learning. Formal learning activities were either (a) formal education or (b) non-formal programs. Formal education occurred in universities, technical and further education facilities (TAFE), and registered training organisations (RTO); courses were structured around specific curriculum and learners gained a qualification as a result of their successful completion of units and assessment items. In non-formal programs, participants developed their knowledge or skills in relation to specific workplace needs. Although non-formal programs could involve sequenced learning, they did not result in a qualification on completion of the course. The duration of non-formal programs differed from hours, to days, to weeks or months, and often involved spaced learning. Informal learning occurred when people consciously tried to learn from their experiences; it often involved discussion and reflection, but not formal instruction. Incidental learning occurred spontaneously as a result of experience.

Purpose of this Research

The purpose of the research was to investigate, describe and evaluate the relationship, if any, between adult learners' professional development and organisations' change agenda in three large Australian organisations. Additionally, provision, access, motivation, and effectiveness were key themes in this research; these themes and the theme of relationship are implicit in the conceptual framework depicted in Figure 1.1. A secondary purpose of this research was to inform the

participating organisations about the outcomes of the research so each organisation received the following:

1. Aggregated data that (a) identified trends but not individuals and (b) a description of the relationship between organisational change and workers views on their professional learning experiences;
2. Recommendations for improving informal and formal professional training and development opportunities within the organisation; and
3. Any models of training and development constructed as a result of the research that could enhance the sustainability of change initiatives.

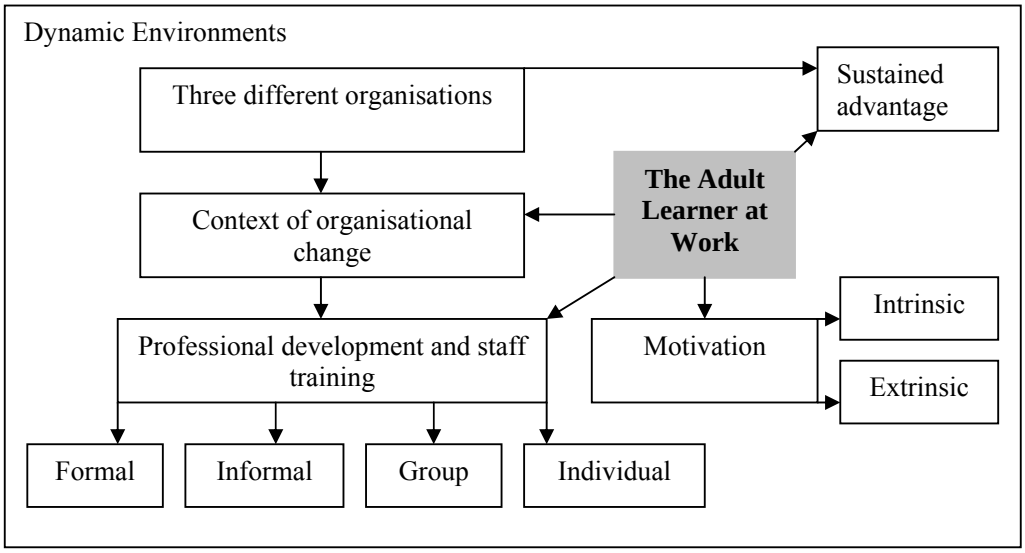

Figure 1.1 Conceptual Framework

Participants

The participants in this research were adult learners who worked in the three participating Australian organisations. The centrality of adult learners within this research is shown as a shaded box in Figure 1.1. Both the adult learners and the organisations in which they worked were situated in the current dynamic environment. Typically, adult learners in this study (a) worked in specific organisations in a context of change, (b) participated in training and development to improve organisational performance and outcomes, (c) were personally motivated, or not, to participate in training and development and transfer their learning into the workplace, and (d) personally sought sustained advantage.

Typically, managers in the study used training and development to enhance organisational competitiveness; individuals used it to enhance their own competitiveness. In the literature, Burns (2002) postulated that effective training and development was aligned to organisational change and development. However, the nature of the relationship between the two phenomena was not described. Therefore, in this research the relationship between training and development and organisational change and development was investigated, described, and evaluated in relation to the experiences of the research participants. As part of the investigation group and individual formal and informal learning and individuals' intrinsic and extrinsic motivation were described and evaluated.

Research Questions

The primary research question was framed by consideration of how adult learning could be used to enhance individuals' and organisations' achievement of sustained advantage in dynamic environments. Therefore the researcher asked: *What were the relationships between adult learners' professional learning and organisations' change agenda?* The scope of the primary research question encompassed perspectives from paid and unpaid employees in relation to their ongoing professional development. Furthermore, the participating organisations' change agenda referred to (a) planned change designed to improve organisational performance and competitiveness and (b) plans to develop organisational capacity to cope with predictable change events such as staff changes and critical incident management. Therefore, in the research, the relationships, if any, between professional learning and organisational change were investigated by collecting data in response to the following secondary research questions:

1. What kind of programs, formal and informal, did participating organisations establish to meet their needs for organisational learning and change?
2. What kind of professional learning programs and experiences were accessible to staff?
3. What motivational factors appeared to influence staff in transferring their learning to the workplace?

4. How effectively did existing professional learning arrangements in the participating organisations meet individual, group and organisational learning needs?

In the first question the programs and processes put in place by the employer to facilitate organisational learning and change were targeted. In the second question, (a) the types of programs and processes which employees could actually access were investigated and (b) how experiences such as 'learning on the job' contributed to professional learning. In the third question, employees' motivation to apply their professional learning in the workplace was investigated. In the fourth question, (a) the concept of evaluation of professional learning was explored and (b) the scope for further improvement was identified.

Method

The research was situated within the interpretive paradigm. It was conducted in two state government departments and a state branch of a national volunteer organisation; the government agencies were in the same Australian state but the volunteer organisation was located in a different state. The researcher negotiated with managers from the various organisations to gain access and develop mutually agreeable processes for conducting this research. Consequently, the researcher conducted survey research which used multiple methods of data collection. Based on an understanding of research methodology, the researcher deemed semi-structured oral interviews and a written questionnaire to be the most suitable method for collecting data about participants' experiences of professional learning and organisational change (Cohen & Manion, 1989; Creswell, 2008; Fraenkel & Wallen, 2000). Accordingly, the researcher tested the instruments and, subsequently, improved their wording and layout prior to conducting the research proper. Additionally, the results of the trial showed the importance of an effective follow-up strategy to ensure a good response rate. Furthermore, the semi-structured interviews were in two forms; (a) as an exploratory interview with one or two key informants, who were chosen from the sample population because of their strategic knowledge and understanding of change initiatives and provision of training and development within the organisation and (b) as semi-structured interviews with a stratified purposive sample of participants, so that a range of views from across the

organisation could be collected. Together with key stakeholders from the organisations, the researcher selected a purposive sample of participants: in Chapter 3, the sample design and selection procedures are elaborated. Subsequently, the researcher recorded and transcribed the interviews. Through a review of the literature, the researcher noted that research participation could be encouraged through the use of appropriate neutral tokens of appreciation (Cohen & Manion, 1989). Therefore, the researcher included a complementary pen with participants' information packages, as an incentive for participants to complete the questionnaire. To further improve the response rate, the researcher developed a follow-up strategy; thus, questionnaires were coded for mailing purposes and returned forms noted. Participants who failed to return the questionnaire by the due date were sent (a) a letter (see Appendix G), (b) an additional questionnaire, and (c) self-addressed reply-paid envelope. Returned forms were noted and non-respondents were sent an email, in which the researcher requested the completion and return of the attached questionnaire. Returned forms were again noted and non-respondents were sent (a) a further copy of the questionnaire, (b) a hand written note on a postcard, requesting completion and return of the questionnaire, and (c) a self-addressed reply-paid envelope. Finally, data from the questionnaires and interviews were analysed using SPSS version 14 and NVivo 7; the results of which are reported in Chapter 4.

Ethics

The researcher was granted ethics approval from Curtin University of Technology. Subsequently, the researcher (a) informed participants about the purposes and procedures of the research, (b) assured them that their responses were confidential and would remain anonymous, (c) advised them that they could withdraw without penalty at any time, and (d) asked them if they would like to volunteer to participate. Prior to distributing the questionnaires, the researcher coded them so the return rate could be monitored and improved. However, the names of participants were not linked to data entry, even though coding was used to monitor returned questionnaires; assurances were given that no names would be used and that responses would not be traceable to individuals in any publications arising from the research. Thus the privacy and well being of participants was ensured.

Chapter Summary

In Chapter 1, the researcher defined the concept of 'training and development' and identified the four types of adult learning under investigation; that is, (a) formal education, (b) non-formal programs, (c) informal learning, and (d) incidental learning. Additionally, the researcher disclosed an interest in the relationship between adult learners' professional learning and organisations' change agenda. Adult learners who worked in contexts of environmental and organisational change were identified as the focus of this research. The researcher provided a brief synopsis of factors contributing to the dynamic environment, through an introductory review of the literature. Adult learners at work engaged in a range of training and development activities. Background information from a review of the literature was provided to describe the characteristics of adult learners and introduce several concepts in relation to training and development. The researcher drew attention to (a) the need to investigate adult learning in dynamic environments, (b) the interpretive approach, and (c) the use of multiple methods of data collection. Additionally, the purpose of the research, the research questions, and a brief introduction to the research method, and ethics were stated.

CHAPTER 2: LITERATURE REVIEW

Introduction

In this chapter the focus is on three diverse areas of literature which are brought together for this study. To assist the reader three literature areas are shown in Figure 2.1 that relate to today's adults at work. This includes literature from Psychology Theories, Education Theories, and Business Theories. When these diverse literatures are assembled in a Venn diagram as shown in Figure 2.1, 'adult learners at work' become a central feature; with 'Training and Development' of adult learners as a common focus area of the three disciplines.

The five key concepts investigated in the review of the literature are linked to the three fields of education, psychology, and business from which training and development emerged (Kane, 1986). The arrows in Figure 2.1 are used to emphasise connections assumed by the researcher for the purposes of the research. The researcher understands that there is considerable overlap amongst the three areas of literature and that different people will make various links from their own perspectives.

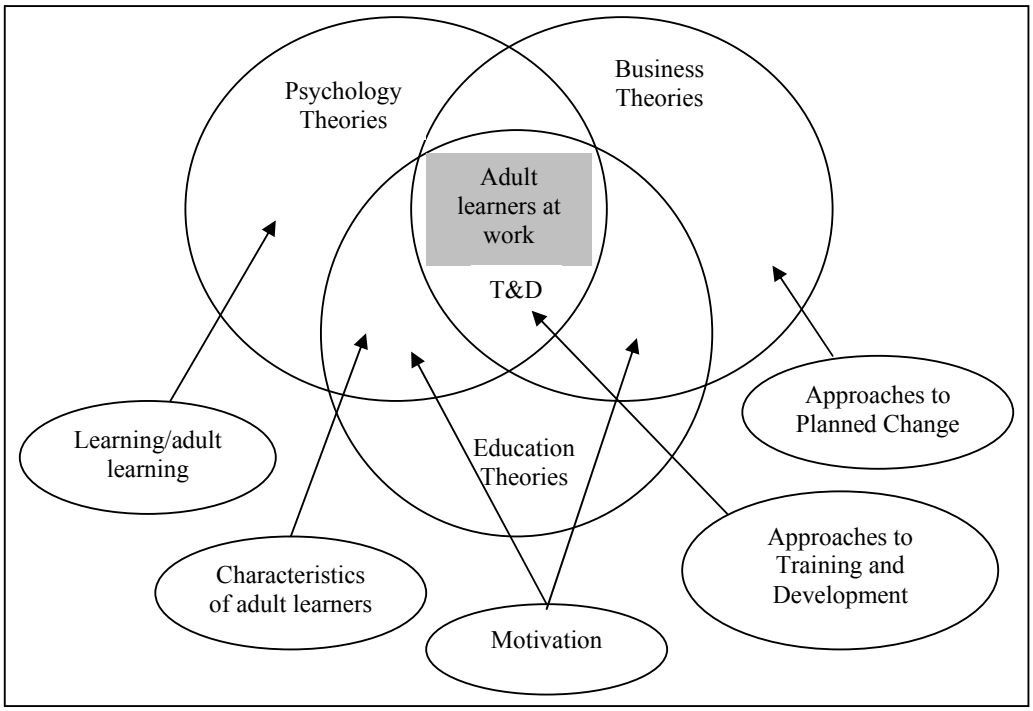

Figure 2.1 Framework Underpinning Literature Review

Research Focus and Rationale for the Review of the Literature

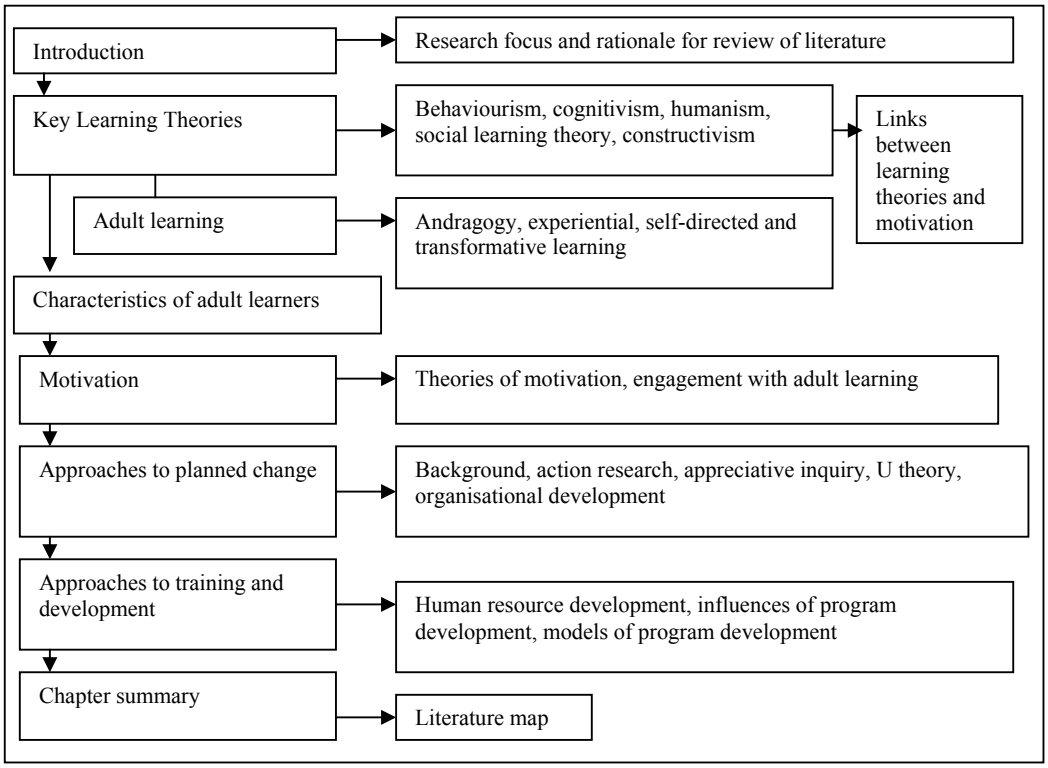

Figure 2.2 Overview of Chapter 2

An overview of the structure of Chapter 2 is depicted, above, in Figure 2.2. The focus of this research is on adults employed in both paid or unpaid work and how they experienced learning in dynamic environments within three large Australian organisations. The rationale for structuring Chapter 2, as it has been, was primarily to focus on adults' learning and secondly on the context of the workplace. Initially, learning theories were developed from work with children and animals: adult learning theory developed from the field of adult education and explained what, how, and why adults learned (Yang, 2004). Therefore, the researcher begins the review of the literature with a brief introduction to the key learning theories and then goes on to describe andragogy and other contributions to adult learning theory. In keeping with the rationale to focus primarily on adults, this is followed by a review of the literature pertaining to characteristics of adult learners, which includes references to motivation. The focus on the workplace begins with an overview of approaches to organisational change and development, followed by approaches to training and development, then models of program development.

Key Learning Theories

In this section the key learning theories developed by psychologists in relation to children's and animals learning are discussed first because they were developed prior to the later theories that relate more to adults. Even though these theories were developed as a result of research with children and animals they are used, also, in relation to adult learning.

Behaviourism

Behaviourists perceived learning as observable behaviour, shaped by environmental stimuli and influenced by the principles of reinforcement: Behaviourism was based on mechanistic beliefs that (a) the world was the same for everyone, (b) occurrences were governed by natural laws, and (c) changes could be explained by cause and effect. Thorndike (1898, in Knowles et al., 2005) developed three laws of learning which he believed were applicable to humans and animals; Guthrie added a fourth law (see Table 2.1). In summary, these laws stated learning occurred when learners were ready and behaviours were practiced, reinforced, and reproduced in response to environmental stimuli (Knowles et al., 2005; Merriam, Caffarella, & Baumgartner, 2007).

Table 2.1 Behaviourist Laws of Learning

Law	Characteristic
Readiness	Circumstances influence learners' acceptance or rejection of learning.
Exercise	Practice strengthens connections between stimulus and response.
Effect	Consequences strengthen or weaken the connection between stimulus and response.
Contiguity	If a person behaves in a certain way when a stimulus is presented, they will behave that way whenever they are presented with that stimulus.

Pavlov (1902, in Knowles et al., 2005) developed the concept of classical conditioning and demonstrated that stimuli could elicit responses, not originally evoked by them. Although Pavlov focused on reflex responses, classical conditioning was also apparent in human emotional learning, in which people attached a response to other stimuli present during an event. For example, after visiting a dentist, people associated environmental stimuli such as the sound of a drill, the smell of antiseptic and white coats with feelings of anxiety. Skinner (1931, in Knowles et al.) developed operant conditioning, in which required links were created between stimuli and

responses that were not originally present (Burns, 2002; Kramlinger & Huberty, 1990; Merriam et al., 2007; Smith, 1998).

Cognitivism

Cognitive-gestalt psychologists placed the locus of control with the individual learner rather than the environment and developed the concepts of (a) meaningful learning, (b) the use of advance organisers, (c) learning by discovery, and (d) learning how to learn. Ausubel (1963) advocated the use of advance organisers, which scaffolded learning by bridging the gap between learners' existing knowledge and the new knowledge, to make new material more meaningful to learners. Bruner (1966, in Knowles et al., 2005) advocated discovery learning, which was a practical approach to learning, because the ability to problem-solve and learn how to learn was paramount in an environment of rapid change. Additionally, cognitive-gestalt theorists developed four laws that reflected the importance of perception and meaning in learning, see Table 2.2 (Ausubel, 1963; Burns, 2002; Knowles et al., 2005; Merriam et al., 2007; Smith, 1998).

Table 2.2 Cognitive-gestalt Laws of Learning

Law	Characteristic
Proximity	Learners tend to perceive stimuli that are close together in groups.
Similarity and Familiarity	Learners tend to perceive objects of similar size, shape, and colour as part of a single group.
Closure	Learners seek a balanced final outcome and therefore fill in the gaps arising from missing information.
Continuation	Perception tends to be organised in such a way that incomplete objects are perceived as completed.

Humanism

Humanists rejected the idea that human behaviour was determined by either environment or sub-conscious and focused on what could be learned through experiential and self-directed learning; concepts which were foundational to adult learning theory. Two main proponents of humanism were Maslow (1941, in Knowles et al., 2005), who emphasised self-actualisation as the goal of education and Rogers (1942, in Knowles et al.), who championed student-centred learning. Maslow's theory of human motivation based on a hierarchy of human needs is discussed in the section on motivational theories: Rogers focused on learning for personal

development. Conversely, religious fundamentalists claimed that the emphasis on self-sufficiency in humanism denied God and resulted in a self-centred approach to life. Moreover, humanism was based on self-determination and experiential learning determined by an individual, rather than by a teacher. Consequently, critics raised questions about humanist approaches to education, goal setting, and methods of instruction. Furthermore, the goals of educational institutions and employers were often different from adult learners and employees; hence, humanists experienced a conflict of interests (Burns, 2002; Knowles et al., 2005; Kramlinger & Huberty, 1990; Merriam et al., 2007; Smith, 1998).

Social Learning Theory

Rotter (1954, in Merriam et al., 2007) expanded the concept of social learning theory to include behaviourism, cognitivism, and personality theory. Rotter postulated that behaviour could be predicted by considering (a) behaviour potential, (b) expectancy, (c) reinforcement value, and (d) psychological situation. Furthermore, he recognised that behaviour occurred within a meaningful environment through interpersonal experiences, when individuals operated from an internal locus of control. By contrast, Bandura (1976, in Merriam et al.) developed social cognitive learning theory which emphasised the cognitive elements of social learning and caused a swing away from the earlier behaviourist approach. Bandura separated observation and imitation and stated that, through visualisation, learning could be vicarious and self-regulated. Hence, there was a range of applications for the use of social learning theory. Gage (1972, in Knowles et al., 2005) stated it was most relevant to tasks with little cognitive structure. It was used in therapeutic situations, the workplace, and in adult education situations; mentoring and the buddy system were techniques used in the workplace to promote role acquisition and extend adult learning (Bower & Hilgard, 1981; Burns, 2002; Gibson, 2004; Knowles et al., 2005; Merriam et al., 2007; Robbins, Millett, & Waters-Marsh, 2004; Smith, 1998).

Constructivism

Constructivists claimed knowledge was context bound and personally or socially constructed; individuals continually learned and made meaning from their experiences. Interestingly, constructivists were often associated with other learning

theories. For example, Piaget (1935, in Merriam et al., 2007) was recognised as both a constructivist and a cognitivist; he focused on individual knowledge construction and believed individuals sought equilibrium through the process of assimilation. Alternatively, Candy (1991, in Merriam et al.) was recognised as both a constructivist and a humanist; he was interested in self-directed learning, a humanist approach, and autonomous learning which was a constructivist approach. Social constructivists, like Candy (1991), argued that learning was more than what occurred within individuals' minds; it was a process of social interaction influenced by context and culture. Social constructivists drew from the work of Vygotsky whose concept of the 'zone of proximal development' identified learning occurred in the "cognitive region which lay just beyond what the child could do alone" (1934, in Wilhelm, Baker, & Dube, 2001, p.16) ; therefore, knowledge was socially constructed (De Wolfe Waddill & Marquardt, 2003; Knowles et al., 2005; Merriam et al., 2007; Nesbit, Leach & Foley, 2004; Thompson, 2001; Wilhelm et al., 2001).

Links between the Learning Theories and Motivation

Motivational concepts were associated with each of these learning theories. For example, extrinsic motivation was aligned with behaviourism, whereby individuals were motivated to increase or decrease their responses to stimuli because of environmental reinforcers. In the cognitive learning theory, as in motivation theory, the significance of personal experience and interpretation of context was recognised. Bandura (1986, in Merriam et al., 2007) identified self-efficacy and outcome expectancies as significant factors in instructional motivation. Additionally, Lindeman (1926, in Knowles et al., 2005) noted that adults were motivated to learn when they had needs or interests that could be satisfied by learning. Knowles (2005), whose principles of andragogy were aligned with humanism, argued adults were motivated to learn when there was intrinsic value and personal payoff. Constructivists focused on motivation derived from individuals' meaningful construction of knowledge as they made sense of their experiences (Burns, 2002; Fenwick & Tennant, 2004; Knowles et al., 2005; Merriam et al., 2007).

The learning theories referred to so far in this review of the literature described what was known about children's learning. Although some of the knowledge derived from the key learning theories was foundational to an understanding of learning and

applicable to adult learning, it did not fully describe what was known about adult learning theory. Hence, in the following section, literature pertaining to adult learning theory - particularly, the andragogical process, experiential, self-directed, and transformative learning is reviewed.

Adult Learning Theory

It was difficult to define when a person became an adult. Knowles and his associates (2005) argued that learning was psychological, and because of this, adulthood was attained at various stages by different people, when they took responsibility for their own lives and became self-directing. Adult educators needed a set of principles to inform them about how best to facilitate adult learning. Knowles and his associates (2005) established the principles of adult learning and an andragogical process model of program development which he assumed educators would adapt to meet the needs of various situations and learners (Burns, 2002; Foley, 2004; Knowles et al., 2005; Merriam et al., 2007). The andragogical process is described in the next section.

Knowles' Andragogical Process

Knowles and his associates (2005) were concerned with facilitating the acquisition of information and skills by applying principles conducive to adult learning: he developed a series of eight principles which program developers could use to develop educational programs for adult learners (Burns, 2002; Knowles et al., 2005; Merriam et al., 2007; Smith, 1998). The following paragraphs describe Knowles's andragogical process.

1. *Preparing the learner*. Adults needed support to develop meta-cognitive processes that enabled them to become self-directed independent learners; however, the length of adult learning programs affected the amount of support adult educators could provide. Adult educators could increase individuals' capacity to learn how to learn by using strategies like reflection, demonstrating learning, and sharing information with others. Other strategies like cooperative learning, concept maps, Venn diagrams, six thinking hats, and various charts could be used to facilitate meta-cognitive processes (Bennett, Rolheiser, & Stevahn, 1991; de Bono, 1992; Knowles et al., 2005).

2. *Establishing a climate conducive to learning*. Psychologists noted that positive learning environments were fostered by physical factors such as room size, layout, lighting, colour, ventilation, acoustics, access to amenities, and temperature. It was found that bright stimulating colours were more conducive to learning than dull colours; the use of breakout rooms set up with round, oval, or hexagonal tables in close proximity to the larger general purpose room with access to resources enhanced interaction between learners. Additionally, learning was influenced by non-physical factors such as organisational climate; for example, an orderly, transparent environment in which participants were clearly and explicitly made aware of goals, expectations and opportunities, where feedback was openly and honestly shared and procedures could be questioned without fear of reprisal was essential. Learning flourished in collaborative environments in which individual differences were recognised and accommodated; it could flounder if human resource policies marginalised professional development (Knowles et al., 2005).

3. *Creating a mechanism for mutual planning*. Inclusion of adults in the planning of their educational experiences differentiated andragogy from pedagogy, and supported adult learners' needs for self-direction. Therefore, committees empowered to enact joint planning decisions should inform the development of adult learning programs. Moreover, findings from research in applied behavioural science indicated that people were more committed to participating in planned activities when they were involved in decision making processes and had ownership (Knowles et al., 2005). For committees to be effective as a mechanism for mutual planning participants had to be aware of the collaborative planning process and have their needs represented; strategies such as *Know, Want to Know, and Learned (KWL)* or card clusters could be used to link needs expressed by participants to the program (Annandale et al., 2003; Kiddey & Waring, 2001).

4. *Diagnosing the needs for learning*. A learning need was defined as the gap between the current situation and the possible or ideal situation and could be identified by conducting a situational analysis. Learners were not always aware of their needs for change and tended to resist changes they did not understand, so educators had to help learners understand the need for change. Educators diagnosed

needs by interacting with community leaders, listening to committee members, conducting surveys, and consulting census data; any models of desired learning outcomes should represent all stakeholders and their perceived needs. Most importantly, the diagnosis of learning needs should be the outcome of a collaborative democratic process if resulting programs were to be accepted by participants (Boone, Safrit, & Jones, 2002; Knowles et al., 2005).

5. *Formulating program objectives*. Program developers and adult educators developed the objectives according to their approach to learning. For example, behaviourists identified target behaviour in precise, measurable and observable terms, and their objectives described actions, stimuli, and acceptable responses. Cognitivists formed objectives realistically from a developmental perspective and included behaviour and content. Humanists perceived goal formation as a dynamic process that evolved as a result of the learning experience; constructivist theorists opted for broad-based outcomes which could be demonstrated at various levels. In business, developers and educators referred to management by objectives which advocated the use of specific goals, participative decision-making, an explicit time period, and performance feedback. Adult learners wanted the stated objectives to be relevant to their own self-diagnosed learning needs, so they could engage with the learning experiences (Boone et al., 2002; Knowles et al., 2005).

6. *Designing a pattern of learning experiences*. Andragogical purists designed student-centred, self-directed, informal learning experiences collaboratively with adult learners; however, formal learning situations were typically teacher-centred. Consequently, adult educators endeavoured to meet learners' needs by using a combination of teacher- and student-centeredness; they used self-diagnostic tools to identify needs which, subsequently, became objectives and learning experiences. Program developers based their decisions about time, space, cost, equipment, format and sequence, human and material resources on the needs of learners, the organisation and society, and what was achievable considering the available resources and constraints. Using the andragogical approach, program developers sequenced learning activities according to learners' readiness to engage with the learning and organised units of work around problems; rather than content (Boone et al., 2002; Knowles et al., 2005).

7. *Conducting learning activities.* One of the key issues in conducting learning activities was the identification and development of teachers who could operate beyond the traditional teacher-centred approach and use a student-centred, inquiry-based, experiential approach to facilitate learning in an adult setting. Adult learners often resisted when learning was imposed on them; they brought a wealth of experiences to the learning situation, needed to relate their learning to their everyday lives, and found it valuable to learn from each other as much as the teacher. Therefore, opportunities that fostered learning through direct or indirect experience and stimulated initiative, creativity, and independent thinking were valued; effective learning activities included group discussion, inductive reasoning, collaboration, reflection, and problem-solving tasks (Burns, 2002; Knowles et al., 2005).

8. *Evaluating the program.* In the late 1970s, there was a swing away from the traditional quantitative approach and the importance of investigating individuals' thoughts, emotions, and actions was recognised. Since the 1980s a combination of qualitative and quantitative methods such as interviews, group discussions, or evaluation forms were used to evaluate programs. Even so, the level of resourcing allocated for evaluation determined the extent to which programs could be evaluated; limited resourcing resulted in superficial evaluation. Kirkpatrick's (1994) conceptualisation of a four step evaluation process was most consistent with an andragogical perspective (Kirkpatrick, 1994; Knowles et al., 2005).

Although andragogy was the best-known model of adult learning, it did not provide a complete picture of adult learning. Cross' (1981, in Knowles et al., 2005), 'Characteristics of Adult Learners' (CAL) model emphasised situational differences between adults and children but it did not consider implications for practice. Adult learning and subsequent implications for practice could be explained further in relation to experiential, self-directed, and transformational learning which are discussed in the following sections (Burns, 2002; Knowles et al., 2005; Merriam et al., 2007).

Experiential Learning

According to Kolb (1984, in Jarvis, 1987) experiential learning resulted from individuals' engagement with concrete experiences, observations and reflection, generalisation, and testing hypotheses. Jarvis (1987) noted that learning began with a person, situation, and an experience; like McClusky's (1963, in Knowles et al., 2005) motivational theory of margin, it was based on discrepancy between individuals' ability to cope with the demands of their situation. Jarvis (1987) conceptualised learning as an interactive process located within a series of social situations which either reinforced or changed individuals' thinking and behaviour. Additionally, Bateson (1972, in Yuthas, Dillard, & Rogers, 2004) noted that experiential learning included the ability to learn directly from experience, make generalisations, question underlying conceptions, and change behaviour (double-loop learning), and learn how to learn by reflecting on the learning process (triple-loop learning). In dynamic environments, knowing how to learn was perceived to be the key to ongoing training and development (Burns, 2002; Jarvis, 1987; Merriam et al., 2007; Smith, 1998; Yuthas, Dillard, & Rogers, 2004).

Self-Directed Learning

Since the 1970s educational institutions have encouraged students to direct their own learning to foster independent and lifelong learning; self-directing learners planned, conducted, and evaluated their own formal or informal learning experiences in accordance with their learning style, prior experience, social orientation, efficiency, previous learning socialisation, and locus of control. Typically, adults were self-directed learners in their personal lives, so most research into self-directed learning was in relation to their personal growth; there was minimal research into the relationship between self-directed learning and organisational learning. Even so, Confessore and Kops (1998, in Cho, 2002 and Ellinger, 2004) identified characteristics of the workplace environment conducive to developing a learning organisation, self-directed, transformative, and problem-based learning. Additionally, Dealtry (2004) developed a diagnostic self-appraisal tool which helped learners reflect on their learning experiences and levels of self-directedness. One of human resource developers' greatest challenges was to increase learners' capacity to engage with self-directed learning that resulted in improvement in individual performance

and achievement of organisational goals (Cho, 2002; Dealtry, 2004; Ellinger, 2004; Knowles et al., 2005; Merriam et al., 2007).

Transformative Learning

Transformative learning involved a change in perspective as a result of interpreting and engaging with personal experiences, critical reflection, and development. It was consistent with constructivist learning theory which emphasised the importance of making meaning from experience. The key proponents of transformative learning were Jack Mezirow (1978, in Burns, 2002) and Paulo Freire (1985, in Burns, 2002). Mezirow focused on personal transformation and believed that the process of transformation began when an individual encountered a disorienting dilemma such as a job change or the death of a friend. A period of self-examination followed the initial disorienting event and led to a critical assessment of assumptions, recognition that other people had similar experiences, an exploration of options, the development of a plan of action and, finally, reintegration into normal life. Taylor (2005, in Merriam et al., 2007) on the other hand believed that the transformational process began with a searching process and concluded when the missing element was found; Freire focused on radical social change and worked to free Brazilian peasants from oppression by improving their literacy skills (Burns, 2002; Merriam, et al., 2007).

Characteristics of Adult Learners

The researcher has described the andragogical processes, self-directed, experiential, and transformative learning. The characteristics of adult learners were first described by Lindeman (1926, in Knowles et al., 2005). Subsequently, Knowles expanded Lindeman's assumptions about adult learners as he developed the principles of adult learning over a number of years (1975, 1978, 1980, 1984, 1989, and 1990, in Knowles et al.). Thus, Knowles and his associates (2005) characterised adults as needing to know the reason behind learning tasks and taking responsibility for themselves as self-directed learners. Knowles and his associates (2005) further noted that (a) adults were experienced and learned from each other's experiences as well as from a learning facilitator, (b) adults' readiness for learning was stimulated by their situational needs, (c) adults' orientation to learning was life-centred and problem-

based, rather than subject-centred as in school education, and (d) adults were motivated to learn because of intrinsic rather than extrinsic factors (Knowles et al.). Adult educators' understanding of the characteristics of adult learners contributed to their initial understanding of what motivated individuals to learn. In the following section motivational theory is explained in greater depth through an overview of early and contemporary theories of motivation and discussion of adults' engagement with job-related learning and, subsequently, any implications for the provision of adult learning opportunities.

Motivation

Motivation, also, involved processes that triggered responses, stimulated learning, and often changed behaviour. Achieving and sustaining desired behavioural change was the goal of training and development, and organisational change initiatives. Robbins and his associates (2004, p.164) defined motivation as "processes that account[ed] for an individual's intensity, direction and persistence of effort towards attaining a goal". Contemporary theories of motivation were developed from early theories, which were criticised for their lack of supporting empirical data. In spite of this, the early needs-based theories of Maslow, Herzberg, and McGregor were well known and applied in the workplace today: a need was defined as the gap between individuals' current and desired states.

Maslow's Hierarchy of Needs

Maslow (1943, in Robbins et al., 2004) developed a hierarchy of needs that linked biological and homeostatic with social and self-esteem needs. Individuals could only satisfy higher order needs once the lower order needs were met. Lower order needs for physical sustenance, safety, and acceptance were based on deficiency, whereas higher order needs for knowledge, self-esteem, and self-actualisation were based on growth. Maslow's theory was criticised primarily because of its notion of a hierarchy; evidence suggested many people did not have their needs met in a hierarchical progression and some self-actualisation was necessary for self-esteem to flourish (Burns, 2002; Gordon Rouse, 2004; Robbins et al., 2003; Robbins et al., 2004).

Herzberg's Motivation-Hygiene (Two-Factor) Theory

Herzberg (1959, in Dent, 2002) researched employees' job satisfaction or dissatisfaction and concluded that intrinsic factors (motivators) like Maslow's higher order needs of achievement, recognition, responsibility, advancement, and growth contributed to job satisfaction. Training and development provided a mechanism whereby individuals could be recognised and increase their capacity. If extrinsic (hygiene) factors like policy, salary, and relationships were negative, job satisfaction was low but if they were positive it did not necessarily lead to job satisfaction: The two factors were separate.

McGregor's Theory X and Theory Y

McGregor's Theory X and Theory Y (1964, in Robbins et al., 2004) was based on assumptions that motivated adults wanted to fulfil their potential by taking responsibility and making good decisions (Theory Y); conversely, that people disliked work, avoided responsibility, were mainly concerned about job security and had to be directed and controlled by management (Theory X). McGregor advocated the use of Theory Y rather than Theory X. Like Herzberg's motivating factors, Theory Y was consistent with Maslow's higher order needs of recognition and growth. The climate created by managers, guided by Theory Y supported a climate conducive to learning, the importance of which was recognised by Knowles and his associates (2005) and Senge (1990).

Contemporary Needs-Based Theories

McClelland (1961, in Robbins et al., 2004) identified individuals' needs for achievement, power, and affiliation. Individuals were motivated differently by each of these needs. The need for achievement was for personal achievement rather than for the trappings of success. High achievers engaged extensively in learning activities and were strongly motivated to achieve personal, rather than organisational goals. Individuals motivated by the need for power wanted to have impact and be influential; they preferred competitive, status-oriented environments. The best managers tended to have a high need for power and a low need for affiliation.

Individuals motivated by the need for affiliation sought friendship, cooperation and mutual understanding, and could be suitable for managerial positions (Burns, 2002; Robbins et al., 2003; Robbins et al., 2004).

Alderfer's (1969, in Robbins et al., 2004) 'Existence, Relatedness and Growth' theory provided a more contemporary understanding because it described needs as non-hierarchical, allowed for regression and simultaneous occurrence. Alderfer's theory was more supportive of individual differences but might not be applicable in all situations because needs were ranked differently by different cultures. Spanish and Japanese people perceived social needs above physiological; for example, Japanese people's desire to save face was often ranked above the need for personal safety (Robbins et al., 2004).

Ford's 'Motivational Systems Theory' (MST) linked needs and goals. Ford (1992, in Gordon Rouse, 2004) defined motivation as goals, emotions, and personal agency beliefs, and thus the theory included some aspects of goal-orientation theory. Like Alderfer, Ford and Nichols (1992, in Gordon Rouse, 2004) saw needs as non-hierarchical and operating simultaneously. The needs identified in MST were a dichotomy of desired internal consequences and desired situational consequences. Ford's theory went beyond Maslow's original conception of a hierarchy of needs, provided a rich resource that could be used to motivate individuals to succeed, and deepened understanding of the relationship between goals, emotions, and personal agency (Gordon Rouse, 2004).

Goal-Setting

In goal-setting theory, setting specific goals was said to increase performance. If individuals accepted difficult goals they achieved more than if they had set easy goals. The key factor in goal-setting theory was individuals' acceptance of a difficult goal; if a person *accepted* a difficult goal it would result in higher performance. Moreover, feedback, goal commitment, self-efficacy and national culture influenced goal attainment. Individuals with a strong belief in their ability to achieve a goal could increase their efforts to succeed in response to negative feedback, but those with low self-efficacy sometimes gave up. Countries where employees were

relatively independent and set challenging tasks, such as Australia, New Zealand, the United States, and Canada were culturally more responsive to goal-setting than in countries without these conditions (Robbins, et al., 2003; Robbins et al., 2004).

A variation on goal-setting was Vroom's (1964, in Robbins et al., 2004) 'Expectancy Theory' which stated individuals acted in certain ways because they expected the outcome of their actions would be personally appealing. If individuals perceived organisational rewards as relevant to their own personal goals then the rewards appeared attractive and individuals increased their effort to perform to receive the reward. Vroom's approach was contrary to McClelland's theory seen earlier which suggested that high achievers pursued personal goals and, so, were less likely to be motivated by organisational goals (Robbins, et al., 2003; Robbins et al., 2004).

Additionally, individuals compared their own situations with those of colleagues and responded to the perceptions of others. Adams' (1965, in Robbins et al., 2004) 'Equity Theory' stated motivation to improve one's own position was derived from the tension that was felt when an individual compared their own job inputs and outcomes with those of their colleagues. If individuals believed they were receiving unfair treatment they could change the amount of effort they put into their jobs, outputs, or beliefs. Alternatively, they could make other comparisons or leave their job.

Characteristics of jobs and their associated benefits influenced motivation; for example, according to 'Cognitive Evaluation Theory' motivation diminished when employees were given extrinsic rewards, such as increased pay, for work which was previously intrinsically motivating. This might occur because individuals lost their locus of control when a reward shifted from intrinsic to extrinsic factors; therefore, it could be better not to link pay to performance. Turner and Lawrence (1965, in Robbins et al., 2004) conducted research on the effects of different job types on employees; subsequently, they identified factors of job complexity and developed the 'Requisite Task Attribute Theory'. Their research was important because it (a) demonstrated employees responded variably to different jobs, (b) provided a set of task attributes that could be used to describe jobs, and (c) drew attention to the need to account for individual differences in employees' reactions to their jobs. Hackman

and Oldham (1976, in Robbins et al., 2004) drew on the research of Turner and Lawrence when they developed the 'Job Characteristics Model' (JCM), which became a major framework used to define job characteristics. Subsequently, human resource developers could redesign and enrich jobs using JCM. Moreover, employees were intrinsically motivated when they received positive feedback about their performance on tasks they valued; their satisfaction increased, also, along with their personal responsibility and sense of purpose. Furthermore, employees with a high growth need responded more positively when their jobs were enriched than those with a low growth need (Robbins, et al., 2003; Robbins et al., 2004).

Another motivational approach suggested that 'flow' was experienced when employees were totally immersed in doing something whereby nothing else seemed to matter - they enjoyed doing the task simply for the joy of doing it. The task was usually related to work rather than leisure, challenging and required a high level of skills, goal directed, provided feedback, demanded total attention and creativity, and was totally consuming. In his model of intrinsic motivation, Ken Thomas (2000, in Robbins et al., 2004) explained flow as a situation when employees cared about their work, looked for ways to improve, and felt energised and fulfilled by doing the job well. Thomas noted that people were intrinsically motivated when they experienced choice, competence, meaningfulness, and progress. Thomas conducted his research with professionals, so it was unknown whether the theory would hold true for people in non-professional jobs (Robbins et al., 2004; Wlodkowski, 1999).

Relationship between Motivation and Adult Learning

Managing the complexity of adult life, learning, and work was a constant theme when seeking a relationship between motivation and adult learning. Four factors are explored in this section; following which the implications for provision of adult learning opportunities are considered.

Engagement

McClusky (1963, in Knowles et al., 2005) noted learning was based on factors of load, power, and margin. Thus, the 'load of life' dissipated energy and was influenced by factors like family, work and community commitments, desires, and

expectations. Power contributed to one's ability to cope with the load and was concerned with factors like family support, social and economic capacity, and skills such as resilience, coping mechanisms, and personality. McClusky's model, although better suited to counselling than explaining adult learning, was useful in determining when a person was more or less likely to have the capacity to engage with learning in adulthood by considering variables such as situation, personal strengths, external supports, and coping strategies (Knowles et al., 2005; Merriam et al., 2007).

Participation

According to Houle (1980), adults chose to participate in learning opportunities to achieve goals, socialise, or simply for the joy of learning. Other theorists sought to understand what motivated individuals to engage with adult learning. For example, Boshier, (1991, in Merriam et al., 2007) developed the 'Education Participation Scale' and concluded adults engaged in learning opportunities to improve communication skills, meet people, make friends, prepare for further education, advance professionally, build family togetherness, escape boredom, and gain knowledge. Additionally, Grotelueschen (1985, in Cervero, 1988) developed a 'Participation Reasons Scale', which identified professional development, professional service, collegial learning and networking, professional commitment and reflections, personal benefits, and job security as reasons for participation (Cervero, 1988; Houle, 1980; Merriam et al., 2007).

Another way of categorising why adults participated in adult education was the dichotomy of personal reasons such as 'zest for learning', age, and career stage, and situational reasons such as the learner's work context. Many 'zest for learning' studies were concerned with mode of instruction based on the assumption that learners participated because of their desire for competency (Cervero, 1988; Houle, 1980; Robbins et al., 2004). Career stage is discussed as a feature of career pathways, in the next section.

Career Pathways

According to Gutteridge's definition (1986, in Cacioppe, Warren-Langford, & Bell, 1990) career development was the result of individuals' career planning and

organisations' career management processes; although for individuals the seeking of promotion and balance in their personal lives was equally important. Consequently, age and career stage were significant factors that influenced career development and, subsequently, participation in educational activities (Boone et al., 2002; Cacioppe et al., 1990; Houle, 1980). Havinghurst (1952, in Boone et al., 2002) linked needs with developmental tasks that occurred at various stages of life; such tasks were influenced by physical maturation, cultural pressures of society and personal values and aspirations. Hence, the drive to perform tasks such as acquiring a qualification or a promotion became urgent at different stages of life and, subsequently, individuals' motivation to learn was more intense. In his *classic model* of engagement with professional education, Houle (1980) placed individuals on a continuum along which they progressed from general education to pre-service training, received a qualification, were inducted into a profession, and participated in ongoing education. Subsequently, Houle (1980) developed his *emerging model* of engagement with professional education in which he placed individuals on a continuum and, additionally, recognised multiple changes that resulted in repeated episodes of ongoing education and induction into new roles. Thus, Houle (1980) and Havinghurst (1952, in Boone et al.) had similar ideas about the influence of career stage on engagement with adult learning (Boone et al., 2002; Cervero, 1988; Houle, 1980).

Furthermore, the idea of multiple changes in career path, raised by Houle (1980), was reflected in the 'Australian Blueprint for Career Development' (2006). Even though organisations, typically, reported the provision of career development, there was minimal evidence of it in practice (Francis, 1988, in Cacioppe et al., 1990). In fact, McMahon and associates (2003) stated Australia lagged behind in the provision of career development for adults compared with other Organisation for Economic Cooperation and Development (OECD) countries. The 'blueprint' made some provisions to close the gap but failed to go beyond a behaviourist approach: It identified career competencies and processes for planning, designing, implementing and evaluating career programs, and provided direction for universities, schools, government agencies, technical and adult education providers but did not target adults as self-directed learners (DEST, 2005; McMahon et al., 2003).

Application

Application was concerned with what happened as a result of the learning. Did learners change their behaviour as a result of their learning experiences? One way of assessing change in behaviour was to investigate the rate at which individuals adopted innovations. Rogers and Shoemaker (1971, in Houle, 1980) synthesised results from 1500 investigations and plotted the rate of adoption of innovations on a normal curve. Similarly, Peterson and others (1956) and Averill (1964) found a positive correlation between participation in educational activities and rate of adoption. Houle (1980) made a further distinction between active and facilitating members of a profession and described adopters as innovators, pacesetters, middle majority, laggards, and facilitators. Innovators were self-directed learners who actively pursued a range of professional development opportunities. Pacesetters also engaged in a range of professional development activities and, although leaders in their profession, were more cautious than innovators. The middle majority consisted of some individuals who were interested in participating in educational activities and others who resisted it. Laggards refused to learn anything unless there was no alternative. Facilitators came from each of these groups and were now the overseers, executives, and researchers who were not currently working operationally in the profession. An understanding of such diversity within the workforce could inform the development of professional learning and change programs (Burns, 2002; Cervero, 1988; Houle, 1980; Robbins et al., 2003; Robbins et al., 2004).

Implications for Provision of Adult Learning Opportunities

Social scientists have produced research indicating that inclusion, attitude, meaning, and competence were conditions which promoted adult learning. Inclusion necessitated a sense of the learner being respected by the facilitator and connected to other learners. Human resource developers could build a sense of inclusion by (a) explaining the what, how, and why of the learning experience, (b) recognising adults' experience in group sharing, and (c) using cooperative learning situations. Even so, many adults had negative experiences with schooling and, therefore, needed to develop more positive attitudes towards education: Johnson (1980, in Wlodkowski, 1999) defined attitude as a predisposition to respond in a particular way because of various understandings, information, or emotions. Positive attitudes towards

education could be enhanced by relevance and choice. For learning to be relevant it had to be contextually and culturally appropriate to the learner. The characteristics of adult learners outlined by Knowles (1975, in Knowles et al., 2005) recognised adults' need to be self-directing, to make choices about their learning, and to be engaged with learning that was related to their situation. Meaning sustained involvement. Finding significance, a sense of purpose, and achieving competence were basic human needs. Adult educators could benefit from considering the often unspoken human needs as well as the more overt situational needs when developing adult education programs (Bennett et al., 1991; Caffarella, 2002; Knowles et al., 2005; Wlodkowski, 1999).

Summary of Motivation

In this section, literature about adult learners' motivation and engagement with adult learning was reviewed. On the simplest level, motivation was described as either extrinsic or intrinsic, additionally, numerous psychologists had developed needs-based and process theories to explain the concept of adult motivation; such theories and explanations influenced adults' engagement with learning. Moreover, adults' participation in learning was influenced by their 'zest for learning', age, and career stage; subsequently, individuals were motivated differently to apply their learning in the workplace. In the following section, literature pertaining to approaches to planned change is reviewed to provide the reader with a perspective on change and development.

Approaches to Planned Change

In the mid 20th Century in the United States of America, Lewin (1943) explored the concept of planned change and, subsequently, developed action learning. Around the same time, but in the United Kingdom, Revans (1998) developed his own version of action learning. From these early theories more contemporary models of change have emerged and contributed to the field of organisational development. In this section, literature relating to the concept of, and approaches to, planned change is reviewed.

Background to Planned Change

Lewin and his followers initiated approaches that formed the basis of what Waddell, Cummings, and Worley (2004) identified as the five stems of today's organisational development practice. Although Lewin's (1943) work on re-education was rarely cited, it was foundational to his three-step model of change – unfreeze, move, and refreeze from which contemporary theories were developed. During World War II the American government, concerned about meat shortages, wanted to change people's meat eating habits. Lewin posed the question, *why do people eat what they eat*, which led to his involvement in research conducted by field staff at the Child Welfare Research Station of the State University of Iowa. Through his research, Lewin developed his theory of quasi-stationary equilibrium, gatekeepers, and change; establishing the nature of conditions prior to change required capturing a description of the status-quo which, when dealing with people, was more fluid than static and involved quasi-stationary processes. Lewin (1943) developed a series of questions, then interviewed a selected sample of five groups of housewives whom he recognised as the gatekeepers determining which food the family ate. These women were representative of high, medium, and low income levels across White American, Negro, and Czech cultural groups. The results of this investigation led, first, to Lewin's conceptualisation that people changed when they felt the need for it (*unfreezing*), and consequently changed their attitudes, values and behaviours (*moving*), then made the change part of their everyday lives (*refreezing*). Also, he concluded that change was more likely to occur when restraining forces were diminished than when driving forces were increased. Lewin (1947) further conducted a series of experiments with groups to investigate the effects of change procedures. He used lectures, group discussion, and group decision-making then compared the results and found that lectures and discussions motivated participants to change; but only when a group decision was made did this transfer into action that changed behaviour or attitudes. Whether the people in the group remained in contact or not did not seem to alter the effect. This further contributed to a *refreezing* effect because of individuals' tendency to act on decisions they made in a group. *Refreezing* was enhanced by a change in procedures, culture, norms, policies or structures to support the new behaviour. These conceptualisations underpinned organisational development (Benne, 1964; Coghlan & Brannick, 2003; Coghlan & Claus, 2005;

Lewin, 1943, 1947; Robbins et al., 2004; Schaffer, 1999; Waddell, Cummings, & Worley, 2004).

Action Research

In the post-war years, Lewin began to develop action research founded on democratic decision-making processes, group participation, commitment to improvement, and the alleviation of social problems; linking theory and practice empowered practitioners to research and solve their own problems. Lewin's original action research model consisted of a repetition of iterative cycles of analysis, data collection, conceptualisation, planning, acting then further collection of data or evaluation. Lewin believed that the outcomes of research should alleviate social issues and result in social action, rather than a proliferation of books and papers. In the one paper he wrote on action research, Lewin (1947) identified the problem of transfer of learning. He found that even though participants attended workshops and became motivated, they did nothing. He concluded that a three-pronged approach of action, research, and training could promote sustainable change. Indeed, Lewin grappled with the same issues as organisational developers of today (Lewin, 1947; Waddell et al., 2004).

Similarly, Revans (1998) popularised action learning and changed the way people thought about training and development by emphasising learning as a result of management and workers coming together to address problems, asking the right questions, and taking real action; thus, action learning was characterised as learning by doing, experiential learning, reflecting on practice, and collaboration. Revans stated learning equalled programmed knowledge plus questioning, that is, "L=P+Q" (Revans, 1998, p.4). In action learning, questioning to solve difficult problems was paramount; subsequently, solving everyday problems was the core of action learning. Input of traditional knowledge was inadequate without insightful questioning. Learning involved action; it was voluntary and motivated by the need to solve urgent relevant problems. Participants interpreted feedback as a result of their actions. The process of posing questions, acting, and reflecting was enhanced through collaboration with peers working together as an action learning set on common problems. Participants learned from the expertise of peers within the set.

Deliberations by the action learning set were enhanced by a facilitator who helped to guide their discussion. Even though change agents acted as facilitators, they did not influence the set's course of action. Learning was measured by the outcome of actions taken (Avison, Lau, Myers, & Nielson, 1999; Ellis & Kiely, 2000; Keys, 1994; Peters, 1993; Revans, 1998; Zuber-Skerritt, 2002). Even though, Revans had popularised action learning over many years, some change agents preferred alternative strategies; therefore, contemporary approaches to planned change are described in the following paragraphs.

Appreciative Inquiry

Scholars and organisational development practitioners were concerned with the use of action research as a tool for organisational development because it was (a) a deficit model, (b) there were a confusing variety of action learning approaches, and (c) it was unclear how it could be integrated into current approaches. Cady and Castor (2000) proposed a model of appreciative inquiry that addressed these concerns and provided a concise, positive approach that built on the foundation laid by action research. Accordingly, organisational development practitioners sought a balanced approach to change through diagnosis, intervention, evaluation and transfer; thus, the acronym DIET was used to identify Cady and Castor's (2000) approach. Other models identified these steps as discovery, dreaming, design, and destiny. Appreciative inquiry was an effective approach to organisational change which was facilitated by a trained change agent working in conjunction with the target group of people. In the initial phase of diagnosis and discovery, strengths, successes, and reasons why they occurred were identified. A balanced approach to diagnosis required healthy dialogue between the participants and the facilitator. Cady and Castor (2000) recommended the identification of facts, judgements, and emotions before forming an action plan. The information was used during the intervention to build on strengths and create quick wins. Individuals, then, were asked to envisage what their organisation would look like in five years time; differences between current state and desired state were identified and the resultant shared vision designed. Strategies for achieving the shared vision were developed during the destiny phase in the form of action plans and implementation strategies. In the evaluation phase, change agents sought evidence of participants' support for the

change; they built on the momentum by identifying and verifying positive changes and promoting good news stories. In the final phase of transfer, change agents ensured that leaders perpetuated the resultant positive momentum and selected a new target as the focus of future inquiries (Cady & Caster, 2000; Robbins et al., 2004; Waddell et al., 2004). Appreciative inquiry demonstrated people worked towards expectations. Similarly, the 'U Theory' was positive but linked to transformative learning.

U Theory

Traditional models of planned change were founded on the ideas that change involved gathering information, planning action, then implementing and monitoring that action; such approaches stemmed from reactive rather than deep learning. However, Senge, Scharmer, Jaworski, and Flowers (2005) believed that the results of most change efforts were superficial. Therefore, a deeper form of learning was required; a form of learning that went beyond the consideration of immediate circumstances, that is, the 'parts', and considered the context in which the circumstances occurred, that is, the 'whole'. Hence, change agents utilised systems thinking to break away from traditional reactive learning patterns in order to investigate underlying beliefs and conditions so that more creative solutions could be developed. Furthermore, in the U theory model of change, the image of the U was chosen to represent a deepening of (a) perception and levels of action and (b) the learning process. The aim of using the U theory was to create transformative learning and deep change. If the complete process was followed, both external and internal changes would be apparent. External changes were similar to those of traditional change programs such as the emergence of new practices, processes, or ways of working with others. Additionally, internal changes such as a new capacity for action and a new sense of meaning would be apparent. The process of moving down the U, *sensing*, involved slow reflective observation so that all aspects of the situation became known. The process of moving up the U, *realising*, involved a process of co-creation that brought the new ideas into existence. *Presencing*, the process that occurred at the bottom of the U was transformative but mysterious and involved a process of letting go and allowing new thinking to emerge. Implementation of the U methodology was enhanced by using processes associated with the 'Leadership and

Innovation Laboratory' that was set up to facilitate this change process (Jaworski, Kahane, & Scharmer, 2004; Senge, 1990; Senge et al., 2005). In spite of the transformative potential of the U theory, it was not widely cited by others in the literature. Conversely, organisational development was a widely recognised field.

Organisational Development

Dent (2002) recognised Herzberg, Roethlisberger, and Lewin, separately, as the forefathers of organisational development. Herzberg (1959, in Dent, 2002) was an industrial psychologist whose research into motivation led him to conclude that behavioural change preceded attitudinal change and hence job design was crucial to workers' levels of satisfaction. Roethlisberger (1977, in Dent, 2002) took an anthropological approach leading to an intimate understanding of a phenomenon such as organisational behaviour, through a process of interviewing, listening to, and observing participants. Lewin (1947, in Dent, 2002) was responsible for two of the five branches or organisational development identified by Waddell and associates (a) action research and (b) laboratory training, which increased sensitivity and awareness of group dynamics through unstructured group conversation led by a facilitator. A third branch of organisational development arose from Likert's (1970, in Dent, 2002) research on participative management; characterised by group decision-making processes, a high degree of participation by members, vertical and horizontal communication. A fourth branch was quality of work life (QWL) which arose from the research of Eric Trist (1951, in Dent, 2002). In QWL change agents aimed to improve the interrelationship of technology and people; it was epitomised by self-managing work groups. However, the fifth and most recent branch - strategic change - focused on enhancing the alignment of environment, strategy, and design (Robbins et al., 2004; Waddell et al., 2004).

Overview of Planned Change

Approaches to planned change were either problem-based or strength-based. The balance of ownership and participation in the change process between individuals and change agents varied. Most favoured a collaborative approach with opportunity to reassess the situation and plan further actions to institutionalise change. Regardless of the number of phases identified, each approach tended to refer to

finding out, acting, and embedding stages. The finding out stage included elements such as (a) identifying the goal by diagnosing the problem or strength that would be the focus of the change initiative, (b) communicating the results of the diagnosis to participants and letting them know why the change was necessary, and (c) planning how best to make the changes. The acting stage involved (a) implementing the planned actions, (b) assessing their effectiveness, and (c) replanning as a result until the change was embedded. The failure to address human factors was identified as a key reason why many change initiatives failed. Therefore, the issue of how change was perceived by individuals and its effects on them had to be addressed. Information sessions in which people asked questions and received honest answers without the fear of retribution could help raise awareness and build commitment to change. The use of story telling and symbolic action were identified as tools to build momentum. Prior to commencement, it was important for leaders to plan strategies to embed the change. The creation of an enabling context through appropriate structures, processes and culture, job redesign, performance management, and training and development were identified as strategies that enhanced institutionalisation of change (Lewin, 1946; Loup & Koller, 2005; Roberto & Levesque, 2005).

Approaches to Training and Development

The 'American Society for Training and Development' defined 'Human Resource Development' as the "integrated use of training and development, organisational development, and career development to improve individual, group and organisational effectiveness" (Marquardt & Engel, 1993, p.6). The definition signalled a relationship between training and development, and organisational change and development. Previously, literature pertaining to organisational development and career development was discussed; in this section the various approaches to training and development are identified and, subsequently, the major influences in the field of training and development and models of program development are discussed.

In dynamic environments, continual learning has become a joint responsibility shared by employers and employees (Burns, 2002; McMahon et al., 2003). Consequently,

performance management processes and associated adult education programs were used by employers to facilitate both change and learning in the workplace. Limited approaches to training and development utilised (a) the hiring of already experienced people, (b) minimally organised on the job training for less experienced staff, (c) the circulation of promotional material for training courses in which staff could opt to participate, and (d) some organised training for specific groups to deal with issues like induction or changes in procedures or equipment. Typically, traditional training and development programs focused on generic skills like literacy, technical, interpersonal, and problem-solving skills. Even so, in dynamic environments, training could no longer be perceived as simply the provision of training courses or logically thought out programs that followed a series of steps from development through to implementation and evaluation (Boone, 2002; Burns, 2002; DEST, 2005; Kane, 1986; McMahon et al., 2003; Robbins et al., 2004). Additionally, the managers in organisations used a range of strategies such as the consultancy model, organisational learning, and more sophisticated approaches like individual development, results-oriented or cost-benefit, and human resource planning in which training needs were identified, aligned to strategic objectives, valued, and integrated within organisations (Burns, 2002; Kane, 1986; Kane, Abraham, & Crawford, 1994). In the following sections, this range of strategies is elaborated.

Models of Organisational Learning and Training

Two different models were developed to facilitate more effective training and development programs; the consultancy model and the organisational learning model. In the consultancy model, both internal and external consultancies were advocated as effective approaches to training. Even so, there were pros and cons for either method. For example, internal trainers had greater opportunity to tailor programs to organisational needs but it could be challenging for them to provide a wide range of learning opportunities. On the other hand, external consultants could provide a wide range of expertise but may not be able to target organisational needs with their ‘off-the-shelf’ training packages. In organisational learning, training and education were valued, embedded within the organisation, and well resourced: learning was embedded in organisational culture and aligned with organisational change agenda. Therefore, trainers involved in organisational learning were required

to be highly proficient utilising both learning and business strategies in order to effect change within their organisations (Burns, 2002; Senge, 1999).

Individual Development Approach

The underlying assumption of the individual development approach was that organisations benefited when the potential of individuals was maximised. A staff appraisal system to identify individuals' needs and aspirations, an adequate training budget, and opportunities for training and career advancement were required to implement this approach. Supervisors were actively engaged in staff development and encouraged employees to participate in a range of opportunities including traditional programs, job rotation, and action learning. One of the criticisms of this approach was that it was not strategic because it focused on individual needs rather than organisational needs. The individual development approach could suit small organisations or government departments with little control over their future (Burns, 2002; Kane, 1986; Kane et al., 1994).

Results-oriented or Cost-benefit Approach

The underlying assumption of the results-oriented or cost-benefit approach was the recognition of the importance of the 'bottom line'; that is, training had to result in reduced costs in relation to 'down time' as a result of accidents, absenteeism, or staff turnover, and increased profits as a result of improved productivity. The focus was on short term organisational needs ascertained through needs analysis. Managers using the approach were concerned with current organisational problems in relation to groups of employees, rather than the present needs or future aspirations of individuals. Critics noted the approach was helpful for increasing the mass production of goods but it was unable to foster the innovation, creativity, and working relationships required to be competitive in the 21st Century (Burns, 2002; Kane, 1986; Kane et al., 1994).

Human Resource Planning Approach

The underlying assumption of the human resource planning approach was that because of the predictability of change, employees could be trained to meet future

skills needs. Current skill levels and training needs could be identified through a 'skills audit'. With a focus on developing the skills required within a given organisation the approach may not be compatible with individual career development needs of staff. The approach was more strategic because it integrated human resource plans into the overall plans of the organisation (Burns, 2002; Cacioppe, Warren-Langford, & Bell, 1990; Kane, 1986; Kane et al., 1994).

Program Development

In this study the researcher asked what professional training and development programs were offered by employers and what programs and experiences were accessible to staff. Hence, the researcher investigated whether staff could access programs offered by employers and whether they had access to programs and experiences unknown to their employers. Further, the issue of program evaluation and effectiveness was investigated. In the following sections, literature pertaining to influences impacting on program development, models and evaluation is reviewed.

Approaches to Program Development

The four major influences on program development were the approaches of liberalism, Taylor, Dewey, and Lindeman. From these early influences a number different models for program development emerged over time. Much of the relevant literature was dominated by North American Anglo-Saxon males who advocated a technical-rational approach. Representation of non North American Anglo-Saxon races or females in general was minimal as was discussion of a more creative intuitive approach (Sork & Newman, 2004).

Liberal Approach

The liberal approach was synonymous with university education which focused on broadening the mind in preparation for a full life optimising opportunities for self-expression and fulfilment (Hall Jr, 1968). Liberalism was typified by the transfer of knowledge from an expert to a novice using demonstrations, critical readings, discussion groups, lectures, and tutorials to enhance learning. Learning how to learn was the focus; rather than skill development (Burns, 2002). Even so, a change in the

education marketplace was signalled when in the United Kingdom in 1963 the 'Robbins Committee on Higher Education' identified the four main purposes of higher education: (a) developing necessary skills, (b) promoting the intellect, (c) advancing learning, and (d) the transmission of culture and citizenship (Lomas, 1997). Traditionally, liberal educators had focused on the acquisition of knowledge; the review signalled a change in focus to the acquisition of skills. Thus, the change in market direction was of concern to liberal educationalists who treasured their role in the development of intellectual growth across the community. The push for skills acquisition has continued to increase. In the United Kingdom since 1996 students studying to become teachers, a traditionally liberal field of education, have been required to demonstrate specific competencies in order to qualify as teachers (Lomas, 1997). The Australian Government demonstrated its commitment to skilling the Australian workforce by providing funding to States and Territories to further a national, business, and industry led vocational and technical education system (DEST, 2006). Liberal education remained important, but vocational educational had gained its share of the education market.

Taylor's Approach

In 1911 Taylor published 'The Principles of Scientific Management' which (a) revolutionised management practices, (b) led to the development of university-based management training programs, and (c) furthered understanding of job analysis, job design, selection, motivation and incentive systems, job performance criteria, performance appraisal, employee attitudes, group processes, organisational change and development, and human factors. Taylor was most recognised for the way he broke tasks down into their component parts, the legacy of which was apparent in competency-based education. Even so, the mechanistic deconstruction of tasks was blamed for the lowered status and influence of some jobs. By contrast, Dewey believed perception of individuals' work roles impacted on their mental health; if roles were marginalised so were the people. Hence, devolution of responsibility, team involvement, and active participation of all workers in education, training and development programs were perceived as counter measures that could satisfy the needs of individuals and organisations more effectively (Billett, 2001; Bruce & Nyland, 2001; Burns, 2002; Payne, Youngcourt, & Watrous, 2006; Robinson, 2005).

Dewey's Approach

Dewey (1933, in Burns, 2002) promoted social change through experiential learning, the importance of lifelong education, and growth. Rather than the importance of discipline knowledge, Dewey emphasised the importance of the learner as a person who had thoughts, feelings, interests, and needs. Hence, he proposed the use of a democratic and humane approach to education. Consistent with constructivist learning theory, Dewey advocated that learners should actively reflect on their experiences to construct meaning; thus, Dewey began the conceptualisation of experiential learning. Similarly, Lindeman (1926, in Burns, 2002) recognised the importance of experience in adult learning (Burns, 2002; Knowles et al., 2005; Merriam et al., 2007; Smith, 1998; Sork & Newman, 2004).

Lindeman's Approach

Lindeman (1926, in Smith, 1997, 2004) perceived adult education as 'organic' and was reluctant to define adult education in precise terms. Lindeman saw life as education and education as life and was concerned with collaborative informal approaches to education that allowed individuals to question the status quo, engage in discussion, reflect on their experiences, and learn from experiences and situations rather than text books and subject knowledge. Lindeman extended Dewey's school-based education into the arena of adult education with a focus on informal, democratic, experience-based learning that led to social change. Lindeman valued social action that led to a more democratic society and individual freedom. Accordingly, Lindeman advocated the type of learning that was not bound to classrooms, teachers and formal processes; instead, learning occurred as colleagues responded to common concerns and engaged in facilitated discussion and reflection (Burns, 2002; Knowles et al., 2005; Merriam et al., 2007; Smith, 1997, 2004; Sork & Newman, 2004).

Summary of Major Influences in Program Development

Adult education was typically formal and showed evidence of liberalism in university settings. Also, Taylor's approach was prominent in educational and workplace settings where professional educators followed a set curriculum and

participants were awarded with qualifications. Alternatively, adult learning occurred in non-formal contexts; particularly in the workplace where systematic instruction was required to up-skill workers as a result of a specific need such as the introduction of new machinery or procedures. Subsequently, non-formal programs were reflective of either Taylor's approach - as in the case of competency-based training or Dewey's approach - when a more experiential learning process was followed in situations like workshops and seminars. Furthermore, informal learning, influenced by the approaches of Dewey and Lindeman, occurred in workplaces when adults made a conscious decision to learn from their experiences using individual or group reflection and discussion, rather than formal instruction (Burns, 2002; Foley, 2004; Sork & Newman, 2004).

Even though there were four major influences on program development, initially there were just two paradigms of adult education; the rational-technical and the reflective-intuitive. The rational-technical paradigm originated with Thorndike (1898, in Knowles et al., 2005) who initially developed a behaviourist, scientific approach and the reflective-intuitive paradigm which originated with Lindeman (1926, in Knowles et al.). Subsequently, Tyler (1949, in Sork and Newman, 2004) developed a basic model of program development; he published his ideas in the 'Basic Principles of Curriculum and Instruction'. Since that time the majority of program developers have based their ideas on Tyler's original model (1949, in Sork & Newman, 2004) which followed a rational-technical approach similar to Thorndike's scientific approach. By contrast, a minority of program developers such as Cervero and Wilson (1996, in Sork and Newman, 2004), Yang (1999, in Sork and Newman, 2004), and Sork (1996, in Sork and Newman, 2004) offered a reflective-intuitive approach which increased flexibility, negotiation between stakeholders, consideration of power relationships, and the variability of contexts. In the following section, an overview of literature relating to models of training and development programs is provided to give the reader an understanding of the different ways people have developed adult learning programs (Knowles et al., 2005; Sork & Newman, 2004).

Models of Program Development

Initially, Tyler (1949, in Sork and Newman, 2004) developed a model of program development for the school context but many adult educators have adapted his approach to produce their own program models for the formal adult learning context. The Tylerian model was based on four questions:

1. What is the educational purpose of the program?
2. What learning experiences would meet that purpose?
3. How could the learning experience best be organised?
4. How could the resultant change in behaviour be evaluated?

Although Tyler was considered a behaviourist there was evidence that his work was influenced by ideas of Dewey - a constructivist. Tyler emphasised the need to consider the learner, their context, and the subject matter. Later program developers extended the concept of establishing needs beyond just the purpose of the program. Tyler believed the continuity, sequence, and integration of learning should be organised meaningfully for the learner. This meant that learners should have multiple opportunities, each building on previous experiences to practice their learning and integrate it into their current practices (Boone et al., 2002; Sork & Newman, 2004).

Gagne (1974, in Cowell, Clinton Hopkins, McWhorter & Jorden, 2006) founded instructional design which was a popular approach to the development of systematic training programs developed after World War II for military training purposes in the United States of America. Gagne's instructional design was known as the ADDIE model – analyse, design, develop, implement, and evaluate. Since the 1970s, more than 100 different models of instructional design have been developed but most resembled ADDIE to some extent. Subsequently, Tennyson and Michaels (1991, in Clayton Allen, 2006) identified four generations of approaches to instructional designed which ranged from a completely behaviourist approach to the inclusion of systems theory, interaction, cognitivism and, finally, continuous evaluation and problem-solving. Instructional designers considered performance objectives, materials, and evaluation (Clayton Allen, 2006; Cowell et al.; 2006; Gagne, Briggs, & Wager, 1998).

Nadler (1982) developed the critical events model which was an open eight-event model; Nadler (1982) recognised the impact of outside influences, the complexity of adult learning, and the uniqueness of each situation. The critical events model was suitable for training individuals in their current roles and catered for organisational rather than individual needs. Accordingly, trainers evaluated the program and sought feedback after each of the eight events, thus ensuring achievement of organisational outcomes and ongoing interaction between the designer and stakeholders. Program designers aimed to improve performance; so, they identified organisational and individuals' needs, specified job performance, and set objectives (Nadler, 1982; Sork & Newman, 2004).

Caffarella (2002) developed the interactive model of program planning based on adult learning principles, assumptions derived from her beliefs about the planning process. She assumed program developers focused on learning and change, and were aware of the reasons for and possible outcomes of their actions. She assumed planning was frequently non-sequential and involved complex interactions between organisational priorities, people, tasks, events, and included negotiation between all stakeholders. She recognised the inevitability and necessity of last minute program changes, the importance of sensitivity to diversity, and the need to accommodate participants' cultural differences. Typically, program developers operated in their own particular ways and improved as they gained experience; thus, Caffarella overcame some of the drawbacks of earlier Tylerian models. Unlike many developers, Caffarella included transfer of learning and ethics; coaching, mentoring, follow-up sessions, action research, and networking were used to improve transfer of learning. The interactivity of the model increased its flexibility and departed from the traditional step-by-step approach (Caffarella, 2002; Sork & Newman, 2004).

Like training programs, the majority of professional development programs were based on Tyler's model. Subsequently, Apps (1985, in Cervero, 1988) found evidence of Tyler's four questions in the five common programming tasks: (a) identifying needs, (b) setting objectives, (c) developing learning experiences, (d) sequencing learning, and (e) evaluating the program. The five tasks were also consistent with Gagne's (1988) instructional design. Moreover, Pennington and Green (1976, in Cervero, 1988) noted that most educators did not follow textbook

planning frameworks but used individualised methods based on their own values, beliefs, contexts, and constraints; similarly, Caffarella (2002) assumed program developers used their own unique approaches. Results of Pennington and Green's (1976, in Cervero, 1988) research showed that, typically, educators did not (a) conduct thorough needs assessments, (b) set objectives in terms of what learners would gain from the experiences, (c) base program design on resources, (d) establish desired learning outcomes, and (e) evaluate programs. In response to their research, Pennington and Green developed a general model of program development which was descriptive rather than prescriptive, not aimed directly at strengthening professional performance, and could be used across the professions (Caffarella, 2002; Gagne et al., 1988; Houle, 1980).

Conversely, Houle (1980) aimed to strengthen professional performance in his triple-mode model. Houle incorporated mutual planning processes into educational activities which were consistent with Knowles' and his associates' (2005) andragogical process. The triple-mode model consisted of ten steps and included three modes of participation – (a) instruction, (b) inquiry, and (c) reinforcement. He identified the desired maximum and minimum standards and measured performance against the standards before and after implementation of the learning program. Similarly, Nowlen (1988, in Cervero, 1988) aimed to improve professional performance and followed the same planning framework suggested by Houle. Additionally, Nowlen emphasised collaborative program development between continuing education professionals and communities of practice (Cervero, 1988; Houle, 1980; Knowles et al., 2005).

Queeney and Smutz (1981, in Cervero, 1988) developed a practice-audit model and used similar processes to Houle's (1980) triple-mode model; it was prescriptive and aimed at improving performance. Since its inception in the 1970s, staff developers in higher education institutions and professional associations have used the practice-audit model. Consequently, staff developers worked collaboratively to (a) form a representative team of people, (b) develop descriptions of professional practice and its relevant standards of performance, (c) conduct a performance audit and, subsequently, compare participants' performance with the identified standards, (d)

develop programs as a result of the comparison, and (e) evaluate programs six months after their implementation (Cervero, 1988; Houle, 1980).

Departing from traditional rational-technical approaches Cervero and Wilson (1994, in Sork & Newman, 2004) developed a series of case studies that illustrated their reflective-intuitive approach and provided an understanding of the influence of power relationships and how negotiations could occur to ensure that the needs of all stakeholders were addressed. Similarly, Yang (1999, in Sork & Newman, 2004) built on the work of Cervero and Wilson (1994, in Sork & Newman, 2004) and developed a self-assessment tool that could be used to identify power and influence tactics at play within a given context. Furthermore, Sork (2000, in Sork & Newman, 2004) developed a reflective-intuitive approach based on six questions and identified three domains of planning (Boone et al., 2002; Knowles et al., 2005; Sork & Newman, 2004).

Thus, programmers developed a myriad of models; all of which had merit. Adult educators were influenced by their own context, purpose, beliefs, values, constraints, and prior knowledge. Therefore, even when they were faced with documented frameworks of program development many adult educators chose to implement their own approaches rather than follow prescriptive frameworks. Consequently, much has been written about how programs should be implemented but, conversely, there has been little research into the differences between effective and ineffective programs. Even though evaluation was often planned it was not always conducted systematically (Caffarella, 2002; Cervero, 1988). In the following sections, the concept of evaluation is elaborated.

Evaluation

From the literature it was evident that trainers, adult educators, and managers in organisations and higher education institutions were interested in evaluating adult education and learning programs, but they evaluated programs inconsistently. For example, Bell and Kerr (1987, in Cacioppe et al., 1990, p.62) identified a study which indicated that only "12% of 285 companies evaluated the results of supervisory training programs." Additionally, Collins (1987, in Cacioppe et al., p.56)

"found that in 38% of 439 organisations surveyed, managers were not held accountable for the effectiveness with which they trained and developed their subordinates".

The main purpose for evaluation was to determine the worth of the program and determine if it had achieved its purpose; however, key stakeholders sometimes exerted pressure on trainers to prove the immediate effectiveness of programs through compliance measures such as counting the numbers of participants who completed courses. Alternatively, Tyler (1949, in Cervero, 1988) contended evaluation should measure the degree of congruence between program objectives and learning outcomes of participants. This way of thinking was predominant until the 1960s. Since then many educators have extended the concept of evaluation. Houle (1980) recommended measuring the results of program activities, the quality of individuals' resultant performance, and ascertaining the results of program activities across the entire profession. Gagne, Briggs, and Wager (1988) recommended evaluation of achievement of program objectives, improvement on previous programs, and unforeseen outcomes of the program. Cervero (1988) questioned the validity of measuring a program's impact on professional performance and client outcomes because it placed undue pressure on educators when many programs were not designed, specifically, for this purpose. Cervero (1988) proposed a framework of possible questions that could be used to evaluate the program according to its purpose. Kirkpatrick (1994) stated evaluation should provide feedback on how to improve the program, determine its sustainability, and justify the training department. Evaluation was a significant factor of program development and occurred both formally and informally (Boone, et al., 2002; Bramley, 1996; Caffarella, 2002; Cervero, 1988; Gagne et al., 1988; Houle, 1980; Kirkpatrick, 1994).

Even though program providers and facilitators could obtain feedback through the use of informal evaluation as a result of their observations or discussions with participants, experts recommended the inclusion of more formal systematic approaches to evaluation. Fair program evaluation demonstrated utility, feasibility, propriety, and accuracy: thus, stakeholders found the information useful, ethical, legal, and concerned with the welfare of participants. Program providers found

evaluation processes doable in terms of cost effectiveness and political viability. Consequently, stakeholders received accurate information and justifiable conclusions. If fair evaluation was not integrated into program development there was the risk it could be overlooked or implemented in an ad hoc fashion at the end of a program. Therefore, evaluation could be scheduled to occur beforehand to provide baseline data, during the program to provide formative data, and afterwards to provide summative data. Additional data could be collected after significant time had elapsed since the completion of the program, so participants had time to reflect on and apply their learning. Even so, adult learning was complex and it was not always possible to determine whether the program or other factors had influenced the outcomes. Additionally, it was difficult to provide sufficient evidence that some aspects of programs had been achieved; also, the cost of conducting an effective program evaluation could limit its scope. Furthermore, if managers could not guarantee their responses to evaluation findings, then it would be better not to conduct the evaluation in the first place (Caffarella, 2002).

The literature indicated that there were multiple approaches to program evaluation, for example, objectives-based, levels of evaluation and accountability planners. The most commonly used and the most consistent with an andragogical approach was Kirkpatrick's four levels of evaluation which evaluated participants' *reactions*, *learning*, *changes in behaviour*, and *results*. 'Level 1', *reaction*, was akin to ascertaining the level of customer satisfaction. It was important to have evidence of a positive response to the program, as this would indicate repeat business, satisfy management, and give feedback about how the program was received, and participants' levels of interest, attention and motivation because they affected participants' learning. 'Level 2' was *learning*, without which there could be no change in behaviour. Knowledge and attitudes could be measured by asking participants but skills would need to be demonstrated through performance tests. 'Level 3' evaluated *changes in behaviour*, data about which was often difficult to collect. Participants could be asked if their behaviour had changed as a result of their learning. 'Level 4', the evaluation of *results* was the most difficult to achieve and was demonstrated by improved quality of work, increased productivity, job satisfaction, and a decrease in errors (Cacioppe et al., 1990; Caffarella, 2002; Kirkpatrick, 1998; Knowles et al., 2005). The review of the literature has shown a

range of evaluation strategies. In the following section, training in Australia is reviewed.

Training in Australia

Since the mid 1980s, training has undergone a period of significant reform in Australia. The 'National Training Reform Agenda' was an umbrella term used to describe a series of decisions made by the Australian Commonwealth, State and Territory governments between the mid 1980s and the early 1990s, to reform training in Australia and was informed by four major reviews. Deveson (1991, in Smith, 1998) chaired the initial 'Training Costs Review Committee' which investigated funding arrangements for training; hence, the 'Deveson Report' in which the need for greater diversity and industry driven training was recognised. In the 'Finn Review' (1991, in Smith, 1998) the 'Australian Education Council' investigated the relationship between school education and 'Vocational Education and Training' (VET); subsequently, they set targets to be achieved by 2001 which required young people to increase their levels of education and qualification. The 'Mayer Committee' produced the 'Mayer Report '(1992) in which seven competencies to be addressed through education and training were identified. The 'Employment and Skills Formation Council' produced the 'Carmichael Report' (1992, in Smith, 1998) which led to an agreement by 'Ministers for Education and Training' in 1995 to establish principles for entry-level training known as the 'Australian Vocational Training Scheme' (AVTS) and increased recognition of the role schools played in vocational education. Consequently, it was decided to reform VET through (a) competency-based training (CBT), (b) creation of a national training system and, (c) endorsement of the 'Australian Qualifications Framework' and the 'National Training Framework'. Thus, the government (a) reformed the recognition system, (b) introduced training packages based on industry standards of competency, (c) provided guidelines for assessment, and (d) prescribed nationally consistent levels and qualifications awarded by 'Recognised Training Organisations' (RTOs) (Burns, 2002; Smith, 1998; Smith, Smith, Pickersgill, & Rushbrook, 2006).

The 'Training Guarantee Scheme' was established as a result of the 'Training Guarantee Act' 1990 and required employers with a payroll of $200,000 or more per

annum to spend at least 1% in 1990 and up to 1.5% by 1992-3 of payroll on eligible training programs for their staff each year. Outcomes from the scheme were mixed. On the positive side, the requirement to record training led to greater accountability for organisations to provide training for their employees. More was known about training, consequently its status was raised and it was evaluated more effectively. On the other hand, the legislative approach was not viewed as the best way to ensure the development of a highly skilled workforce. Compliance costs were perceived as excessive in some cases. Organisations which had previously spent more on training may have reduced the amount they spent on training to meet the minimum requirement level and may have focused on quantity rather than quality of training. As a result of these problematic issues, the scheme was suspended in 1994 and abolished in 1996 (DEST, 1991; Smith, 1998; Waters-Marsh & Thompson, 1994).

The move towards competency-based training (CBT) focused on what learners could do as a result of their training rather than what trainers taught. Achievement was measured against specific industry standards using a criterion rather than norm referencing system. Other key characteristics of CBT included recognition of prior learning, self-paced modular units, and assessment which was based on the demonstration of a skill rather than attainment of knowledge and flexible delivery. Competencies were clearly defined and transferable across Australia. There were similarities between behaviourist learning theory, the Tylerian model of training, Taylorism, and competency-based training. Laurie Field developed his model of training outlined in 'Skilling Australia' (1990) based on Tyler's model. Field's model included investigation of skills and training issues, analysis of job competencies, development of performance objectives, development of a training program, delivery of the training, supervision of practice, and program evaluation. The use of Field's model and competency-based training programs required job skills to be mapped, competencies identified, and training packages developed. Critics claimed this approach was too behaviourist, it did not facilitate the development of underlying knowledge and understanding, nor did it facilitate organisational learning. Hence, Gonczi (2004) and his colleagues conceptualised competency differently, as integrated and relational; rather than as the largely popularised reductionist approach. Furthermore, Gonczi (2004) argued that competence was concerned with individuals' attributes such as their knowledge, skills and values, in relation to what

they were required to do in their lives and jobs. Consequently, it was not always possible for assessors to directly observe the demonstration of the attributes through performance-based testing so typical of CBT; instead assessors had to infer that learners possessed the attributes which underpinned the activities they performed. In spite of these criticisms CBT has become increasingly recommended and widespread (Burns, 2002; DEST, 2005; DEST, 2006; Gonczi, 2004; Smith, 1998; Sork & Newman, 2004).

Chapter Summary

In this section literature related to contemporary models of organisational change and development and training and development was reviewed. Organisational change was linked to training and development through the field of human resource development. Additionally, literature pertaining to the influences on, and models of, program development was reviewed; liberalism and Taylorism were influential in the area of formal learning, and Dewey and Lindeman were influential in the areas of experiential and informal learning, respectively. Although, it would seem, program development was influenced by protagonists of formal and informal learning, program developers tended to plan formal, rather than informal, learning programs. Caffarella (2002) was one of the few program developers to include informal learning opportunities in formal learning programs; she addressed the issue of transfer of learning, and identified action research and informal learning strategies such as coaching and mentoring as mechanisms to support transfer of learning. Caffarella's model, therefore, suggested a link between formal and informal learning, and action (Caffarella, 2002).

Literature was reviewed pertaining to training and development, an area which developed from the separate fields of education, business, and psychology (Kane et al., 1994). The researcher has summarised the main ideas evident in the literature reviewed in relation to the key concepts identified in Figure 2.1, some of which were combined. Additionally, the researcher has developed a literature map to sum up the relationships between the relevant literature and this research.

An Integrated Literature Map

The principles of good map design as described by Creswell (2003) were followed in the development of this literature map. Hence, the topic of the literature review is in the uppermost box, underneath which four sub-topics have been identified; similar to the five key concepts identified in Figure 2.1, with the exception of learning and adult learning which have been combined under the heading of 'learning' in Figure 2.2. Key elements of literature pertaining to each sub-topic have been identified and represented hierarchically from earliest to most recent endeavours in the respective fields. As a result of reviewing literature pertinent to the research questions, the researcher identified the need for a greater understanding of adult learning in dynamic workplace environments. The researcher noted the connection between *organisational change and development* and *training and development* at the point of *approaches to training and development*, but the connection did not fully explain how adults experienced professional learning in dynamic environments. In order to understand this, the researcher framed the research questions and, subsequently, developed an interpretive research methodology to answer the research questions, shown in Figure 2.3; the research methodology will be described in Chapter 3.

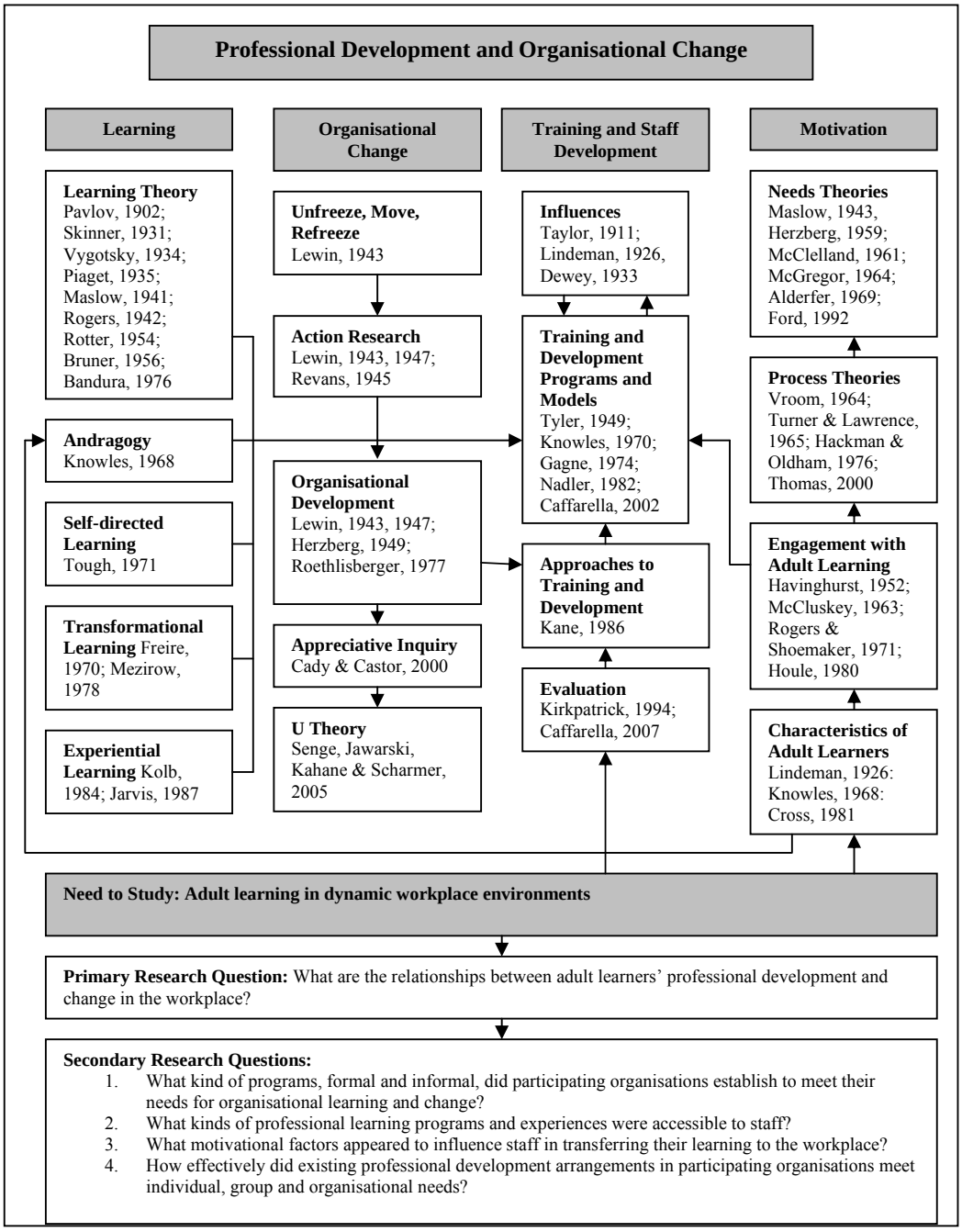

Figure 2.3 Relationships between the Research and the Literature

CHAPTER 3: METHODOLOGY

Introduction

A literature map was presented at the conclusion of Chapter 2. In it the need to investigate adult learning in dynamic workplace environments was evident and the research questions included. In Chapter 3 the research methodology, its conceptualisation, design, development, data collection, and analysis are described. Additionally, the researcher has evaluated and reflected on the limitations of this research, and provided a summary of the chapter. An overview of the study is presented below in Figure 3.1 so the reader is guided along with this chapter.

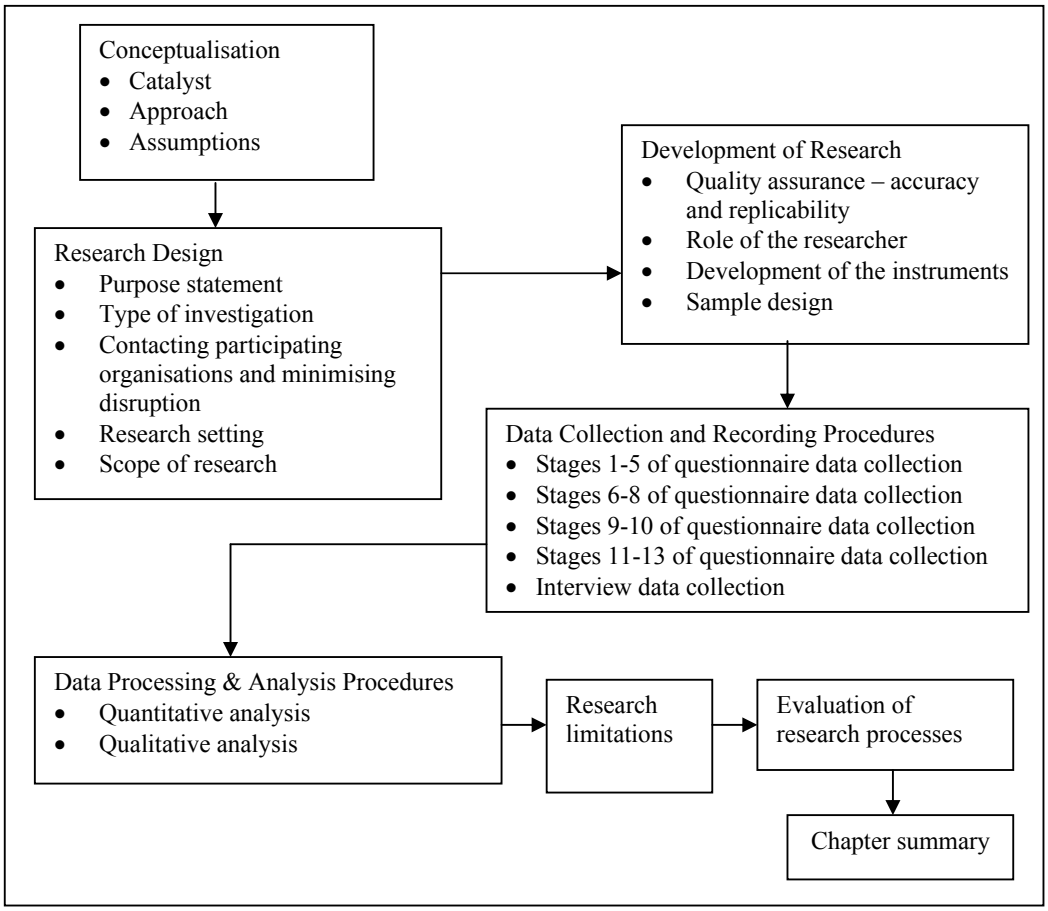

Figure 3.1 Overview of the Study

Conceptualisation

The researcher's explanation of the conceptualisation of this research describes the catalyst that sparked an interest in the topic, the research approach, and assumptions.

Initially, the study originated from the researcher's work as a change agent providing professional development programs for teachers in response to the employer's change initiatives. As a change agent, the researcher investigated teachers' significant action learning experiences that lead to professional growth (Bolt, 2003, 2007). As a result of the literature review, the researcher found that the majority of change initiatives failed; although adults engaged in professional development activities it was difficult for them to sustain a change in their behaviour (Fullan, 2001b, 2006; Loup & Koller, 2005; Roberto & Levesque, 2005). In order to sustain this advantage individuals and organisations invested heavily in learning to accommodate constant change. Therefore, if the benefits of such an investment were to be truly maximised, it would be necessary to understand adult learners' experiences with professional development and organisational change in the course of their day-to-day working lives.

Since this research was characterised by concern for the individual and a desire to understand the experience of participants within a specific context, the approach taken was consistent with the interpretive paradigm. It was based on the assumption that meaning was subjective and either individually or socially constructed. However, whilst the approach was interpretive, the researcher recognised that reality was also objective and chose to collect data using multiple methods. Thus, questionnaires were used to collect both qualitative and quantitative data; interviews were used to collect more extensive qualitative data. The researcher maintained empathetic neutrality during the investigation by seeking to understand individuals' experiences without 'taking sides'. The inquiry was naturalistic and participants were asked open-ended questions that allowed them to share their real-world experiences with the researcher; thus, it was narratively based in qualitative methodology. Consequently, the researcher collected rich, descriptive data that provided insights beyond a simple question-response situation. Although each organisational case was deemed unique, the quality of the individual case studies allowed cross-case analysis. The researcher inductively analysed the data for patterns and themes and determined the relationships. Subsequently, theoretical frameworks were developed from the recommendations drawn from the research findings. The use of mixed-methods of data collection is described in the subsequent section on research design.

According to Fraenkel and Wallen (2000, p.661) an assumption was "any important assertion presumed to be true but not actually verified". In this study, the researcher assumed participants would provide truthful and accurate answers to the questions. Additionally, the researcher assumed this research could be of value to a range of stakeholders and that findings would be valid and reliable and any resultant models would be useful to the wider community.

Research Design

This research was interpretive and used multiple methods of data collection. On that basis, the researcher has determined the research design in reference to (a) its purpose, (b) the type of investigation that was conducted, (c) the role the researcher played in contacting and working with participants, (d) its setting, and (e) its scope. The researcher chose to collect data using multiple methods to enhance triangulation. Thus, qualitative data were collected in three ways through exploratory interviews, semi-structured interviews, and open-ended survey questions; quantitative data were collected using closed survey questions.

Purpose Statement

The purpose of this research was to investigate, describe and evaluate adult learning in dynamic workplace environments. In particular, the purpose was to investigate the relationship, if any, between adult learners' training and development and organisational change agenda in three large Australian organisations. The researcher identified both the primary and secondary research questions in Figure 2.3. As the research had not previously been conducted in the participating sample of organisations, the researcher began by conducting exploratory interviews with key stakeholders to provide a contextual understanding of each case. The purposes of this research were to (a) understand the experiences of managers and non-managers within each organisation in relation to training and development and organisational change and (b) to make recommendations for further research and future approaches to training and development. Furthermore, the research was intended to be of value to the managers in the participating organisations. Therefore, managers received a report of the research findings, together with recommendations for improvement to

their current training and development practices, and a copy of the model developed as a result of the research findings.

The Type of Investigation

The researcher conducted the investigation to clarify and describe the relationship, if any, between key concepts (see Figure 2.1) of adult learners' professional development and organisations' change agenda. Even so, the researcher's intention was to clarify and describe the *characteristics* of the relationship rather than determine if it was causal or correlational. In seeking to understand the relationship between the key concepts, the researcher used a mixed methods design. Cavana and associates (2001) recommended the use of qualitative methods to gain an insight into issues and quantitative methods to provide more precise responses when conducting an investigation of clarification; additionally, he recommended the use of structured interviews and questionnaires for the data collection in descriptive studies. Thus, the research methodology used in this study was consistent with recommendations for the type of investigation in the literature (Cavana et al., 2001; Fraenkel & Wallen, 2000; Gall, Borg, & Gall, 1996).

Contacting Participating Organisations and Minimising Disruption

There was a risk that conducting research in the participating organisations could disrupt the normal flow of work and business activities. Therefore, in an effort to minimise disruption, the researcher contacted liaison officers by telephone and email to negotiate a suitable time to explain the research aims and methodology (see Appendix F). The researcher worked closely with key insiders; that is, people who provided access into the organisation, authorisation, and credibility for the researcher and who also understood the constraints and opportunities available at a particular point in time within the organisation. The research was conducted at three separate sites, participation was on a voluntary basis and people had the option of withdrawing without penalty at any time. Thus, in Case 1, the researcher arrived at the location and conducted the research over an intensive four-day time period, during which time the researcher was given access to the boardroom to conduct interviews in private on an hourly basis. At the same time, questionnaires were either given directly to participants on completion of their interview or mailed to

their workplaces. In Case 2, questionnaires were placed in staff members' internal mail trays and participants were scheduled for interviews on an hourly basis over a three-week period, to accommodate staff availability. The researcher liaised with the receptionist to contact interviewees and locate appropriate interview spaces. In Case 3, questionnaires were delivered to participants through the internal mail system and interviews were scheduled on an hourly basis over a seven-week period to accommodate staff availability. The contact person booked a series of interview rooms to accommodate the interviews. Consequently, in all three cases, the method used to contact participants caused minimal disruptions as recommended by Cavana and his associates (2001) and Creswell (2008). The fact that the researcher had been no trouble was specifically commented upon by managers in the organisations.

Research Setting

The research was conducted in participants' natural work environments within three different organisations in diverse locations. Participants withdrew from their day-to-day work-related activities to participate in an interview or complete a questionnaire. For the most part, participants were not observed conducting their day-to-day work tasks; for example, the researcher observed the general activities of the work environment rather than the specific work of individuals. The researcher had no prior knowledge of the setting of Case 1, the volunteer organisation, which was located in a different Australian state to that of the researcher. Previously, the researcher had worked at the location of only one of the public organisations but had left more than a year prior to the data collection and because of staff turnover and other organisational changes was unfamiliar with most of the participants and their workplace contexts.

Scope of Research

In this research a cross-sectional study was used to capture a snapshot of adult learners' experiences of training and development, as well as organisational change in three different organisations, at a given point in time. As organisational change usually occurred over time, participants were asked to refer to any professional learning or organisational changes they had experienced in the previous two years.

Even so, some 'current' experiences began several years ago; thus, participants with long organisational memories also provided historical background information.

Development of the Research

The interpretive paradigm was utilised to conduct a descriptive study to investigate adult learning in dynamic environments. In the following paragraphs the researcher has described the steps taken to develop the research. The researcher's major considerations during the developmental stage were related to quality assurance, development of the instruments, and sample design.

Quality Assurance – Accuracy and Replicability

The quality of this research was assured because the researcher adhered to the principles of qualitative research concerning accuracy and replicability which are outlined below. Even though mixed methods were used to collect the data the overall research paradigm was interpretive; whilst one instrument was used to collect quantitative data, all instruments were in fact used to collect qualitative data. Therefore, the researcher considered it more appropriate to adopt a qualitative approach to a) the study and b) quality assurance of the data. Outlined in the following paragraphs are the ways in which accuracy and replicability were ensured through face validity, content validity, triangulation, member checking, integrity and trustworthiness (Cavana et al., 2001; Fraenkel & Wallen, 2000; Gall et al., 1996).

Validation Techniques

Even though face validity was concerned with whether or not questions were clear and understandable to subjects, it was a minimal indication of validity (Cavana et al., 2001; Fraenkel & Wallen, 2000; Gall et al., 1996). In the current research, pilot study participants confirmed that the questions were clear and understandable. Content validity was concerned with adequate coverage of concepts being investigated in the research and could be verified through a study of the literature, qualitative research, and a panel of experts (Cavana et al.; Fraenkel & Wallen, 2000; Gall et al.). In this research, a review of the literature was conducted prior to the development of instrumentation; thus, the researcher made informed decisions about the inclusion of

content then confirmed its value by checking with participants in the pilot study. Triangulation was recognised by qualitative researchers as an effective mechanism to verify validity. In this study, triangulation was achieved through the use of multiple instruments and copies of the case studies were given to key stakeholders in the participating organisations for verification.

Member checking occurred during the interviews when the researcher asked participants to further explain their answers or verify whether the researcher's interpretation of what they were saying was, in fact, what they had intended (see Appendix K). Additionally, on completion of the research senior managers were sent copies of the relevant results and findings and asked for their feedback. Typically, managers confirmed the accuracy of the research; the only query arose in Case 3 over the use of wording which was subsequently removed from the case study (see Appendix H).

The integrity of the researcher and the trustworthiness of the data were paramount in qualitative research; the two previously mentioned techniques of triangulation and member checking could be used to demonstrate trustworthiness. Additionally, Altheide and Johnson (in Gall et al., 1996) noted that interpretive validity referred to the credibility of the researcher's claims and could be established through mechanisms such as (a) usefulness, (b) contextual completeness, (c) researcher sensitivity, and (d) reporting style. Moreover, clear documentation of procedures could enhance replicability. For example, research was said to be useful when it enlightened those who read reports of its findings or when it liberated participants (Cavana et al., 2001; Fraenkel & Wallen, 2000; Gall et al.). In this research, one of the things that attracted managers in the research organisations to participate was their expectation that the results could be useful to them. Also, during the interviewing process, the researcher noted that for many participants the experience of 'telling their stories', a method of narrative enquiry, was cathartic. Furthermore, when this research was completed and participating managers received copies of the relevant case studies one manager replied, *"We are currently going through a review of the POD structure and the report will provide some interesting considerations in regards to learning and development"* (Appendix H).

Contextual completeness was achieved when the researcher thoroughly understood the context (Gall et al., 1996). Prior to contacting any of the organisations the researcher conducted an Internet search to get an understanding of aims, goals, and activities of the participating organisations. In addition to preliminary contact via email and telephone with key stakeholders, in Case 1 the researcher was immersed in the context of the organisation for 45 hours over four days. During this time, the researcher had numerous one-to-one informal discussions with the training coordinator about what it was like to work in the organisation, the type of work that occurred, relationships, history, recent and anticipated events. Information gleaned from these discussions was verified by further observations of workers on site, formal interviews, questionnaire results, historical accounts, and exhibits. Furthermore, the sampling method used in all three cases contributed to a better understanding of the context because a range of perspectives across the organisations was sought in order to facilitate multi-vocality. Multiple subjects from different business units in the sample yielded a range of data including some tacit knowledge which is discussed in Chapters 4 and 5. In Case 2, the researcher understood the context because she had worked for the organisation for 8 years in schools, central and district offices, and specifically at the research site for approximately 5 years. Additionally, the District Director and Education Services Manager had provided current documents about major initiatives within the organisation. In Case 3 the researcher negotiated with key stakeholders for 9 months prior to commencing the research. During this time the researcher had face-to-face discussions with two 'Directors of People and Organisational Development', the 'Manager for Training', and the 'Manager for Professional Development' as well as ongoing email and telephone contact with the 'Manager of Professional Development'. The negotiations and research occurred while the organisation was involved in a major public initiative which was reported in the media and visible to the general public. A brief overview of the case contexts is provided in this chapter.

Role of the Researcher

In general, researchers' interpretations of results were more credible and useful if they could demonstrate sensitivity to the focus of the study (Gall et al., 1996). Thus, the current researcher could demonstrate empathy towards the people who worked in

the research locations because she had worked in similar contexts. Furthermore, the researcher was sensitive to participants who were being surveyed about their experiences with regard to professional development and organisational change, because she had been an adult learner, a provider of professional development, and involved in organisational change initiatives. Furthermore, the researcher was sensitive in reporting the findings by being careful not to use discriminatory language to describe participants. However, sensitivity alone was insufficient; so the accuracy of interpretation was strengthened by reporting in the 'voice of the source' (see Chapter 4). Finally, the reporting style adopted by the researcher was consistent with *Publication Manual of the American Psychological Association*, 5th edition. Consequently, throughout the writing of the thesis, the researcher referred to the style manual which was the most popular guide used for educational research (APA, 2001; Cavana et al., 2001; Creswell, 2008).

The roles that the researcher had over the years and her own disposition, meant that she had developed excellent interpersonal skills and was able to establish rapport with most people in most situations. Even so, the researcher could set aside personal biases because in this study the researcher had no preconceived ideas about what she expected to find, no vested interest in producing results that supported one point of view over another, and no on-going or current relationship with the participating organisations. Furthermore, the researcher sought to minimise bias by asking open-ended questions that enabled participants to answer as they chose. Participants volunteered, were free to withdraw at any time without penalty, and nobody was coerced. The use of computer packages and the adherence to procedures minimised bias and produced a research audit trail which enhanced replicability. Thus, details about the research procedures for data collection and analysis are provided later in this chapter.

Development of the Instruments

In accordance with the mixed methods design, the researcher collected qualitative data through semi-structured interviews and open-ended survey questions and quantitative data through closed survey questions. Each instrument went through numerous iterations and drafts. The researcher developed a matrix that plotted the

questions being asked in the instruments against the research questions (see Appendix D). Also, the researcher investigated the literature and, subsequently, developed a questionnaire design checklist which was used to judge the efficacy of the questionnaire and provide direction for improvement as recommended by Cohen and Manion (1989), Fraenkel and Wallen (2000), and Gall and associates (1996). The instruments were tested with two separate pilot study groups; one for the questionnaire and one for the interviews. Instructions and feedback proforma were developed to obtain critical information about the instruments from the trial participants (see Appendix E). In the following paragraphs the development of the questionnaire and the interview questions are described.

Questionnaire Development

The researcher developed the questionnaire over a period of six months and seven major drafting stages. Along with the development of the questions, issues related to the use of mixed methods, measurement, and scaling were considered. Consistent with the use of mixed methods design, the questionnaire contained both open-ended and closed questions. Hence, the qualitative 'string' data were recorded using words which were then categorised as themes, motifs, and generalisations: The quantitative 'numeric' data were recorded as numbers which could be measured statistically. However, before the data could be collected, the concept of 'professional development' had to be operationalised and smaller, more measurable characteristics identified. Thus, the four categories of formal education, non-formal programs, informal, and incidental learning that were defined in Chapter 1 were used. Additionally, each of these four different categories of professional development was uniformly operationalised into the more measureable variables of participation, attendance, choice, motivation, cost, satisfaction, time, and outcomes. In relation to the variables on the questionnaire, nominal scales were used to measure objective characteristics such as whether or not a person had participated in formal education and interval scales were used to measure satisfaction levels (Cavana et al., 2001; Fraenkel & Wallen, 2000). In the following paragraphs, the researcher has described the drafting process through which the research questionnaire was developed (see Appendix B). Excerpts of the three of the seven drafts are included, as tables, in the following discussion.

Draft 1: Initially, the questionnaire consisted of 20 questions and comprised four sections: (a) background, (b) extent of professional development, (c) relevance of professional development, and (d) accessibility. The researcher questioned the appropriateness, scope, and format of the questions and decided to further investigate the literature and consult with experts in survey design. Hence, there is an example of the first draft in Table 3.1.

Table 3.1: Questionnaire – Draft 1 Example.

1. Formal Qualifications						
		How many	Mandated	Obliged	Choice	Time
University Degree	1a					
University Diploma	1b					
TAFE Diploma	1c					
Other	1d					

Please note: 'TAFE' refers to Technical and Further Education.

Draft 2: The researcher deepened the investigation of the literature and attended a series of workshops on survey design and SPSS; subsequently, coding, changes to the wording, and an alternative tabular format with only one question per line were introduced. In Draft 2 the questionnaire consisted of 27 questions, including several questions with multiple components, and was comprised of five sections: (a) background information, (b) organisational change, (c) professional development, (d) motivation, and (e) evaluation. Thus, with the changes added to Draft 2, the questions about formal education are shown, below, in Table 3.2.

Table 3.2: Questionnaire - Draft 2 - Questions 18, 18a-e.

Q18	In the past year have you participated in a **formal education** process? (Circle one number only)	Yes No (go to Q19)	1 2
Q18a	If you answered "YES" to Q18, please specify the **formal education** process in which you participated. (Select as many as are relevant)	University Degree TAFE course Sequenced workplace training Other (please specify _____)	1 2 3 4
Q18b	If you answered "YES" to Q18, which best describes your involvement in the **formal education** process? (Select as many as are relevant)	My employer mandated it I felt obliged to do it I chose to do it Other (please specify _____)	1 2 3 4
Q18c	If you answered "YES" to Q18, how long were you involved in the **formal education** process? (Circle one number only)	All year One semester One trimester One term	1 2 3 4

		1-9 Weeks 1-4 Days Other (please specify _____)	5 6 7
Q18d	If you answered "YES" to Q18, was there a financial cost involved in participating in the **formal education** process? (Circle one number only)	Yes No (go to Q19)	1 2
Q18e	If you answered "YES" to Q18d, how was this cost paid for? (Circle one number only)	My employer paid all costs My employer subsidised it I paid all costs Other (please specify _____)	1 2 3 4

Draft 3: In Draft 3 more information was provided in the introduction and attitudinal (Likert) scaled response options and short-answer questions were included. The previously separate sections of 'motivation' and 'evaluation' were included in each of the four professional development questions to collect more specific data related to each of the four categories of adult education and learning. Instead of defining the four categories of professional development all at once, as in Draft 2, the definitions were located separately in each category, thus linking them to the relevant questions. In so doing, it would be easier for participants to remember what each category meant, thus ensuring more reliable responses. In Draft 3, the questionnaire consisted of 21 questions, including several questions with multiple components, and was comprised of three sections: (a) background information, (b) organisational change, and (c) professional development. Thus, formal education questions were extended in Draft 3, as shown in Table 3. 3.

Table 3.3: Questionnaire – Draft 3 – Question 18

Please read and refer to the given definitions when answering this section:

Q18: Formal education is provided by universities, TAFE colleges or by other registered providers in the workplace. Formal qualifications are awarded; or certificates may be given that universities recognise and use to award credit points towards designated courses.

Q18	In the past year have you participated in a **formal education** process? *(Circle one number only)*	Yes No (go to Q19)	1 2
Q18a	In which **formal education** process(es) did you participate? *(Select as many as are relevant)*	University Degree TAFE course Workplace training Other (please specify _____)	1 2 3 4
Q18b	Which best describes your level of choice in the **formal education** process? *(Circle one number only)*	1 2 3 4 5 ●----------●----------●----------●----------● No choice – required to / Felt obliged to do it / Obliged but wanted to do it / Encouraged but wanted to do it / Freely chose to do it	
Q18c	What, if anything, motivated you to participate in **Formal Education** processes in the last year? *(Select as many as are relevant)*	Required to participate Relevant to current job Promotional prospects Interest in the topic Peers Wanted a challenge Personal career goal Financial support from employer Time given by employer Other (please specify _____)	1 2 3 4 5 6 7 8 9 10
Q18d	For how long were you involved in **formal education** process(es) on a weekly basis? *(Please write your answer in the space provided)*	_____ _____	
Q18e	In your opinion, to what extent were your professional training/development needs met through this form of learning? *(Circle one number only)*	1 2 3 4 5 ●----------●----------●----------●----------● Not at all / To a minor extent / To a moderate extent / To a major extent / Fully met	
Q18f	Please explain why you answered as you did in Q18e. *(Write your answer in the space provided)*	_____	
Q18g	In your opinion, to what extent were your employer's needs for change that improves the organisation, met through this form of learning? *(Circle one number only)*	1 2 3 4 5 ●----------●----------●----------●----------● Not at all / To a minor extent / To a moderate extent / To a major extent / Fully met	
Q18h	Please explain why you answered as you did in Q18g. *(Write your answer in the space provided)*	_____	

Draft 4: The researcher sought further feedback from the SPSS specialist before Draft 4 was developed. Minimal changes were made. For example, background questions about place of birth and first language spoken were added, lines from short answer response spaces were removed and the introduction on the questionnaire was condensed. A separate letter of introduction was developed and included as a cover sheet for the questionnaire (see Appendix A). This version of the questionnaire was tested with a representative group of participants, and subsequent feedback informed further improvements (see Appendix E).

Draft 5: The trial provided feedback about improving the layout and wording of some of the questions. The need to redirect participants early and clearly was identified. For example in question 12, if participants answered 'No' they needed to be redirected before they became frustrated and failed to complete the questionnaire, so the instruction 'Go to Section 3 question 20' was added. Also, the use of bold type, italics, and shading was included to better direct participants. A lack of space to write responses was identified, so the layout was changed by merging cells to provide more writing space. Trial participants commented that 'please explain why you answered as you did in this question' was frustrating because it was presented as a separate question, and they were required to think and write. So, the format of this style of questioning was simplified; some wording was changed and additional questions about funding and time were included. The researcher was satisfied with this version of the questionnaire.

Draft 6: The researcher further reviewed literature pertaining to research methodology then developed a matrix that compared the questionnaire with a list of characteristics of effective questionnaires (Cohen & Manion, 1989). The comparison allowed identification of the fact that most of the design features of effective questionnaires had been included. Three gaps were identified: (a) the use of colour, (b) the use of tick boxes rather than coding, and (c) final reminders to participants at the end of the questionnaire. Colour had not been used prior to this because of printing costs during the drafting process. Also, in the trial, it was identified that the inclusion of pictures could be advantageous; so, colour was added by using buff coloured paper, blue font for instructions, gold shading and coloured pictures at the commencement of each section. Although in the literature the use of tick boxes

rather than circling coding numbers was recommended, the SPSS specialist recommended using the coding numbers to make data entry easier. As coding was used in the trial and it did not present a problem to participants, the researcher decided to use coding rather than tick boxes. At the conclusion of the questionnaire, in earlier drafts, participants were thanked for completing it. However, in the literature, it was recommended that at the conclusion of the questionnaire participants should be (a) asked to check that they had answered all questions, (b) thanked, (c) asked to promptly return the questionnaire, and (d) informed of the availability of a summary of the findings. These additions were included, along with details of fax number, mailing and email addresses. The final instrument is included in Appendix B.

Draft 7: When pitching the research proposal to prospective participants, the researcher presented Draft 6 to managers. In Cases 1 and 2, managers agreed with the questions asked as they were but, subsequently in Case 3, the manager requested the removal of the question about marital status and suggested asking participants their country of birth rather than nationality, so these changes were made.

Interview Schedule Development

The researcher developed the exploratory interview schedule over a six-month period and four drafts. In Draft 1, the exploratory interview consisted of four questions about (a) organisational change, (b) professional development programs, (c) evidence of effectiveness of these programs, and (d) recommendations for future directions. After deliberation and feedback, the researcher included an introductory contextual statement, reference to other issues such as staff access to professional development, and some minor changes to the wording of some questions. In Draft 2, the researcher included an introductory statement and seven questions. In the Draft 3, a separate page for the introductory statement and seven questions with points identified for elaboration were included; this version was trialled and feedback informed the development of Draft 4 that included a proforma for note making prior to the interview, removal of two questions, and some minor changes to the wording. The two questions that were removed were logistical in nature and, subsequently, were

asked during initial contact with the organisation. Draft 4 was used in the study (see Appendix C).

Also, the researcher developed the semi-structured interview schedule over a six-month period and five drafts. Initially, in Draft 1 of the semi-structured interview, there were 14 questions. Draft 2 consisted of the same fourteen questions but the researcher included elaboration and prompts to explain questions to participants. In Draft 3 there were eight questions and an introductory statement; some of the previous questions were combined to form a single question. Specific questions about funding were removed because the researcher thought it was covered by using the term 'support'. The researcher reflected on Draft 3 and considered ways to avoid the use of leading questions, so that the questions were broad and simple and allowed participants to answer in their own way. Consequently, the researcher developed Draft 4 which included eight open-ended questions and a separate introductory statement; Draft 4 was tested. As a result of feedback from this trial, the researcher developed a further draft that included a proforma for note-making in preparation for the interview and some minor changes to wording. Draft 5 was used in the research (see Appendix C).

Pilot Study

The research instruments were tested through the use of a pilot study; the characteristics of the trial sample are identified in Table 3.4. Trial participants were selected from the researcher's family, friends, and colleagues; they represented people from a range of different age groups, levels of qualification, job type, organisation type and gender. Subsequently, the researcher gave the questionnaire to 10, and the interview questions to 5, participants. Some trial participants completed both the questionnaire and the interview. Similarly, in the current research, some participants completed the interview and questionnaire; whilst others completed only the questionnaire.

Participants in the trial of the questionnaire were given an instruction sheet and feedback proforma and were asked to complete and return them using a self-addressed reply-paid return envelope, included in the trial package (see Appendix E). Consequently, 70% of participants returned the questionnaires; some participants

returned their questionnaires unprompted, others required prompting, and some did not return it. Therefore, the researcher noted that prompting participants to return the questionnaire was important to ensuring a high return rate.

Table 3.4 Characteristics of the Trial Sample

Participant	Male	Female	Under 20	20-29	30-39	40-49	50+	Not for profit	Public	Private	Non-Manager	Manager
1	x			x						x	x	
2	x			x						x	x	
3	x					x				x		x
4	x					x		x				x
5	x						x			x		x
6		x		x					x		x	
7		x			x				x			x
8	x				x					x	x	
9		x			x				x			x
10	x				x					x		x
11		x				x		x			x	
12		x					x		x			x
13		x					x		x		x	
14		x				x		x			x	
TOTAL	7	7	0	3	4	4	3	3	5	6	7	7

From participants' responses on the completed feedback forms, the researcher noted the median time taken to complete the questionnaire was 20 minutes. Although the questions were generally clear and well set out, participants experienced difficulty with the written response questions; they did not like giving reasons for their answers. Four of the seven trial participants said they experienced minimal frustration while completing the questionnaire, but the other three participants said they experienced high levels of frustration because the questionnaire did not apply to their current situations. Most participants preferred to receive a printed version of the questionnaire, but some said an electronic version was preferable for them. Responses were fairly evenly distributed about the method of returning the questionnaire; 'return–by-post' ranked marginally higher, with 'reply-by-email' and 'return by placing the questionnaire in a box' in the office similarly ranked. As the trial participants did not work together for an organisation participating in the current research, it was not surprising that 'return by placing in a box in the office' was less

popular. Subsequently, some trial participants suggested having less written questions, more space to write, fewer questions overall, and a context statement; others recommended keeping the questionnaire as it was.

Consequently, the researcher adjusted the questionnaire to include more contextual information and space for written responses and kept the option to explain the reasons behind their responses because some participants could feel frustrated if they could not give reasons for some of their answers. However, more participants in the trial group gave reasons why they answered as they did than did participants in the current research. Even though some participants in the current research did not give reasons for their responses, it did not diminish the richness of the data because more substantial data were collected through the interviews. Some participants in the trial worked for private enterprise, government agencies and volunteer organisations; however, in the current research only participants from volunteer and public organisations were represented. Initially, the researcher did not know that participants from the private sector would not be included in the current research. Subsequently, the researcher used the completed trial questionnaires to practice entering and analysing data using SPSS, thereby consolidating the researcher's understanding of the software and clarifying subsequent issues.

Additionally, the researcher received feedback from the trial participants regarding the interview questions; it indicated the questions were clear and that only minor changes would be necessary. The consensus of opinion amongst trial participants was that no further questions should be asked; the questions covered the necessary content and took sufficient time to complete. Trial participants suggested the inclusion of a proforma so they could make notes in preparation for the interviews. Subsequently, the researcher developed a proforma and included it in the material sent to the first participating manager, in Case 1. However, in the fast pace of a real work situation participants did not have time to think about the interview prior to participating in the current research; even when they had been given the questions and the proforma beforehand. Nobody used the proforma, so the researcher decided to remove the proforma from the package sent to the second and third participating managers, which reduced the amount of paperwork with which they were confronted.

Regarding the semi-structured interviews, trial participants suggested (a) changing the words *positive* and *negative* in Question 8 to *strengths* and *weaknesses*, (b) personalising references - *the* organisation became *your* organisation - and (c) changing the wording in the Question 1 to direct participants' responses according to *situation, task, action, result* - an approach that was predicted to be familiar to participants. Consequently, the researcher made the recommended adjustments to the wording in the interview questions to ensure current research participants had sufficient structure and freedom to respond to the questions and include personally relevant information. One hourly scheduling was sufficient to facilitate all phases of the interview process.

Sample Design

In contexts where, due to time, expense, or accessibility it was unfeasible to include the entire corporate population, sampling was used to ensure that manageable numbers of participants were selected for participation in the research. In quantitative research, experts recommended the use of the largest sample size possible to overcome difficulties associated with statistical data analysis due to low numbers of participants. In the current research cases, the researcher selected the largest *possible* sample size for questionnaire participants; even so, in some cases participant numbers were low. However, as this research was interpretive and predominantly qualitative, the sampling size was more a matter of judgement that involved a balance between breadth and depth of information. Patton (1990, in Gall et al., 1996) recommended collecting data until a point of saturation was reached and no new information was being added to the research by including further participants. Yin (1989, in Gall et al.) recommended a sample size that allowed for replication so that one case could substantiate another. Working with outside agencies, the researcher provided clear information about specific numbers of people required to participate in the current research. To achieve breadth and depth in this research, stratified purposeful sampling was used and involved the selection of multiple participants from within designated categories, such as job type and level, gender, and location (Cavana et al., 2001; Cohen & Manion, 1989; Creswell, 2008; Fraenkel & Wallen, 2000; Gall et al., 1996).

In this study, the researcher had limited access to participants and was also constrained by time and budget. The original concept was to investigate the relationship between adult learners' professional development and their organisation's change agenda across three types of large organisation; non-profit, public and private. Even though the researcher could not gain access to a large private organisation, access was gained to conduct this research with a volunteer organisation and two large government agencies. Within each of the target populations, only part of the population was accessible because managers with the organisations were concerned with privacy issues and were sometimes reluctant to provide an entire frame from which the researcher could select participants. Thus, the researcher relied on the expertise of a liaison person in the organisation to identify the most appropriate participants and how they could best be contacted.

Procedures for Contacting Organisations

After identifying target organisations through web-based research, the researcher contacted the organisations by telephone to identify the appropriate liaison officers. Subsequently, the researcher explained the purpose of the research to the liaison officers and asked if she could send follow-up letters of introduction and further information about the research so that the liaison officers could discuss it with other key stakeholders within the organisations (see Appendix A). After a short period of time the researcher followed-up by re-contacting the liaison officers to ascertain whether or not the people in the organisation were interested in participating in this research. Once interest in participation was established, the researcher scheduled an appointment to meet with key stakeholders to outline this research in more detail. The researcher developed an introductory presentation pack to guide preliminary discussions and outline research procedures, the cover page of which is in Appendix F. Once formal agreement to proceed with the research was achieved, the researcher negotiated with the liaison officers to identify the sample population. Additionally, the researcher negotiated the scheduling of data collection. When data collection was completed the researcher formally thanked participants and the liaison officers. A period of data entry and analysis followed, after which the researcher developed organisationally specific case study reports and sent them to the key stakeholders for

verification and distribution amongst participants. In the following paragraphs, the ways in which the sample populations were established are described.

Establishment of Sample Populations

In the Case 1, a national volunteer organisation, three state branches were contacted but only one was available to participate. Managers from the state branch were willing to participate in this research and made their staff and premises freely available to the researcher. Some of the population was inaccessible. Although there were 378 volunteers in this state branch of the organisation, some were not adults and others worked in remote locations; only 11 members of the population were full-time employees based at the central office, one of whom did not wish to participate in the research. The researcher explained to the liaison officer that a stratified sample was required so that the experiences of people from diverse ages, roles, locations, and gender were represented in the research. Subsequently, the researcher and the liaison officer discussed issues of access and purposively selected the research participants. As a result, 50 people from across the different business functions, locations, and organisational roles consented to complete the questionnaire. From the selected sample of 50 participants, 20 people were invited to participate in the interviews as well. Even so, one business function was less represented because it was comprised of volunteers who were inaccessible.

The target population in Case 2 was drawn from a metropolitan district office with approximately 110 employees working at the specific location; which was a subset of the total population of a state government agency that employed thousands of people. Previously, the researcher had worked with the liaison officer; therefore, she had confidence in his ability to select a purposive sample of participants. After some discussion, the researcher and the liaison officer decided to exclude the cleaning staff from the sample, as they were impacted minimally by professional development and organisational change, and invite the remaining 106 employees to complete the questionnaires. The researcher explained to the liaison officer that, for the interviews, a smaller stratified sample of 20 people was required so that the experiences of people from diverse ages, roles, locations, and gender were represented in the research. From the selected sample of 106 people, the liaison person purposively

selected 20 people to participate in the interviews; the researcher agreed with the selection.

In Case 3, also a state government agency, the population consisted of 1300 people; some of whom were inaccessible because of their locations and the nature of their jobs. Additionally, managers in the organisation were concerned about staff members' stress levels due to an organisational change initiative and employees' privacy. Consequently, salaried workers directly involved with the change initiative and wage-earners who could not be released from active duty were excluded from participation in this research. After an extended period of negotiation the liaison officer provided the researcher with a list of 158 names and contact details of employees working in four sections of the organisation. Of the original 158 names, 10 people were confirmed to be no longer accessible because they had changed roles and were unable to be contacted. Therefore, 148 people were invited to complete the questionnaire. Due to the liaison officer's workload, the researcher used the list which consisted of 148 employees' names, job titles, and divisions to select a stratified sample of staff: The researcher compared the ratios of staff across the divisions to ensure the selection of a representative sample. Initially, the researcher selected and contacted a total representative sample of 40 employees from the four divisions. Consequently, a purposive stratified sample of 30 employees agreed to participate in the interviews; that is, approximately 20% of the accessible population.

Demographics and Background of the Three Cases

The following demographic information was collected as a result of participants' answers to Section 1 of the questionnaire, and is shown in Table 3.5. In subsequent paragraphs there is a brief description of the background of the participating research organisations.

Table 3.5 Sample Demographic Information across Three Organisations

	Focus	Category	Case 1	Case 2	Case 3
1	Gender	Male	42%	24%	55%
		Female	58%	76%	45%
		Total number	(40)	(76)	(102)
2	Marital Status	Single never married	23%	21%	(omitted)
		Married/de facto	65%	67%	
		Separated	-	3%	
		Divorced	2%	5%	
		Widowed	8%	3%	
		Missing data	2%	1%	
3	Age in years	Mean	45.97	45.21	39.68
		Range	19-72	17-68	21-68
		Standard Deviation	12.29	12.38	11.4
		Missing data		3 declined	4 declined
4	Nationality (Cases 1 & 2)	Australian/Australia	100%	92%	69%
		Aboriginal		1%	
		Anglo-Indian		1%	
	Place of birth (Case 3)	Dutch		1%	
		English/*UK*		3%	9%
		Scottish		1%	
		Maltese-Australian		1%	
		Burma			2%
		France			1%
		India			2%
		Ireland			1%
		Italy			2%
		Korea			1%
		Malaysia			2%
		Mauritius			3%
		New Zealand			2%
		Romania			1%
		South Africa			1%
		Sri Lanka			1%
		Switzerland			1%
		Thailand			1%
		USA			1%
5	First Language	English	98%	98%	88%
		Chinese	2%		
				1%	
				1%	1%
					1%
					1%
					2%
					1%
					1%
					1%
					1%
					4 declined
6	Highest Level of Education	Year 10 Secondary	25%	3%	9%
		Year 12 Secondary	8%	4%	16%
		Apprenticeship	8%	-	9%
		TAFE Certificate	18%	3%	10%
		TAFE Diploma (Dip)	4%	9%	8%
		Bachelor Degree	25%	25%	31%
		Postgraduate Dip	8%	29%	10%
		Masters Degree	-	21%	7%
		Doctorate	-	1%	-
		Other	4%	5%	1%

7	Work Situation	Permanent Limited Tenure Casual Volunteer Other	49% 2% 23% 21% 4%	62% 38% - - 1%	88% 10% 1% - 2%
8	Work for more than one employer	Yes No	40% 60%	8% 92%	3% 97%
9	Type of work	Management Supervisory Professional Admin Support Skilled Tradesman Manual labouring Student Technical Other	22.5% 25% 40% 22.5% 2.5% 5% 2.5% 7.5% 15%	21% 10% 71% 21% - - 1% 2% -	15% 19% 44% 35% 2% - - 11% -
10	Total hours per week worked	Mean Range Standard Deviation	36.78 5-98 19.02	38 11-67 9.58	40.88 18.5-80 6.26
11	Hours per week worked for each employer	Employer 1 (people) Mean Range Standard Deviation Employer 2 (people) Mean Range Standard Deviation Employer 3 (people) Mean Range Standard Deviation	(40) 33.8 5-90 17.06 (13) 9 2-22 6.46 (3) 1.6 1-2 0.57	(76) 37.68 11-67 9.69 (4) 6.5 2-10 3.41	(102) 40.69 18.5-80 6.17 (3) 7.83 4-10 3.32

Background to Case 1

The researcher sent questionnaires to 50 participants, 40 of whom completed and returned them; hence, an 80% return rate was achieved. Subsequently, results of the data collection indicated that the sample was comprised of 58% females and the average age of staff was 46 years. Typically, the research participants were Australian; only one person had a language other than English as their first language. Compared to the other two organisations, in Case 1 there was a higher level of staff (25%) with only a Year 10 education, a lower level of permanent staff (49%), and a greater proportion of people who worked for more than one employer (40%) (see Table 3.5).

Further background information was collected as a result of an exploratory interview with the 'Chief Executive Officer,' talking with staff, reading documents, and observing displays. Thus, the researcher developed a rich contextual understanding

of the participating state branch of the national volunteer organisation that had a history of more than a hundred years of service and development in Australia. The organisation's lengthy, well-documented past, culture, structure, and practices had produced an entity that was steeped in tradition. In 1987, the national Priory was restructured, renamed, and the four sections of 'Training', 'Operations', 'Ophthalmic' and 'Community Care' were established. Subsequently, a 'Structure Review Committee' developed a more corporate model of governance from 1998 to 2001 (reported in the organisation's *Annual Report 2007*). A restructure was done because managers realised that for the organisation to remain viable in the 21st Century it had to be financially sustainable. Managers within the volunteer organisation adjusted their thinking and embraced a more commercial approach whilst continuing to value the volunteer ethos; even so, organisational structures and culture made it difficult to achieve.

Thus, three of the four previously identified sections were active in Case 1; 'Training', 'Operations', and 'Community Care'. Managers' changed their thinking from a purely volunteer ethos and embraced the commercialisation of 'Training' in order to support the volunteer sections of 'Operations' and 'Community Care'. The three sections were structured and managed differently and independently of each other. 'Training' and sales were commercially driven and staffed by qualified, paid people from within the organisation and partnership agreement organisations, for the purpose of providing funds to operate the volunteer components. 'Operations' had a hierarchical military model of line management with ranked, uniformed officers some of whom were paid but most of whom volunteered; 'Community Care' was staffed entirely by volunteers and run on a flat management structure.

Furthermore, in 1992, national training ministers endorsed the 'National Framework for the Recognition of Training'. Consequently, organisations had to become recognised training organisations (RTOs) and adhere to the principles of the national framework in order to conduct training. As a volunteer organisation, managers had operated independently but, as an RTO, they were required to adhere to national legislation and comply with qualification and course requirements. In 1994, The 'Australian Qualifications Framework' was endorsed, followed by the 'National Training Framework' which consisted of competency standards, assessment

guidelines, and qualification titles and levels. Consequently, people who had been trainers for years had to become qualified or cease from training, and use authorised training packages to train, assess, and certify participants (Smith, 1998).

Background to Case 2

The researcher sent questionnaires to 106 participants, 76 of whom completed and returned them; hence, a 72% return rate was achieved. Subsequently, results of the data collection indicated that the sample was comprised of 76% females and the average age of staff was 45 years. Most staff members (91%) were Australian, qualified at degree level or higher (76%), and engaged in professional work (71%). Compared to the other organisations there was a higher proportion of professional and female staff.

Subsequently, the researcher collected further background information as a result of conducting exploratory interviews with the 'District Director' and the 'Manager of Education Services'. Additionally, the researcher read documents and had prior work experience with the organisation which provided the researcher a rich contextual understanding of the case. As the agency was the largest public sector employer in the state, a single metropolitan district office was selected to participate in this research. The district office personnel provided services for 4,500 teaching and non-teaching staff in 8 community kindergartens and 102 government schools; their aim was to produce successful students, effective teachers, and good schools. Consequently, support for schools was managed through service teams belonging to 'Aboriginal Education', 'Corporate Services', 'Curriculum', 'Directors', 'Retention and Transition' and 'Student Services'; from which research participants were drawn (DET, 2007b).

According to the district profile, many families were disadvantaged. Managers described their clients as highly multi-cultural, low-socioeconomic status, the highest urban Aboriginal population, high numbers of education support students, highest percentage of residents without academic or job qualifications, and considerable unemployment. Furthermore, over the last decade, there had been a period of intense change. For example, the *Curriculum Council Act 1997* mandated significant

curriculum reform in schools. Consequently, central managers launched the *Curriculum Improvement Program* (CIP) in 1999 to implement the reform. The change initiative was ineffective and in 2003 managers launched the *Curriculum Improvement Program - Phase Two* (CIP2); which was still in the process of implementation at the time of this research. Additionally, a recent review of CIP2 resulted in a change of leadership and restructuring of the 'Curriculum Directorate'. Furthermore, a change of government resulted in the merging of two sectors to become a 'super department' and subsequent reviews resulted in multiple restructures of the agency. Further changes were informed by research such as the *Post Compulsory Review* and the release of the report *Our Youth Our Future* and resulted in the development of 'Courses of Study' for Years 11 and 12. Much controversy surrounded the development and implementation of the 'Courses of Study' and reviewers of the CIP noted that change was managed poorly. The *Acts Amendment (Higher School Leaving Age and Related Provisions) Act 2005* meant significant change in secondary schools to accommodate students who were now staying on at school, in TAFE, or a combination of education and workplace learning. Many of the issues of the past decade, such as implementation of the *Curriculum Framework* (1998), standards in literacy, numeracy, Science, student and staff behaviour, Aboriginal education, attendance, 'Courses of Study', and the raising of the school leaving age, remained a current focus for employees in the agency. Additionally, in 2006, there was intervention by the 'Corruption and Crime Commission' which led to the removal and replacement of the 'Director General' and revision of approaches to complaints processes of management. Further challenges arose from the environmental context of rapid economic growth, aging workforce, and shortage of skilled professionals (DET, 2003, 2007a; Moss, 2005; O'Neill, 2007a, 2007b).

Background to Case 3

The researcher sent questionnaires to 148 participants, 102 of whom completed and returned them; hence, a 69% return rate was achieved. Subsequently, results of the data collection indicated that the sample was comprised of 55% males and the average age of staff was 40 years. Staff (69%) tended to be Australian and qualified below degree level (52%). Compared to the other organisations there was a higher

proportion of male staff, and people with permanent positions (88%) who were born overseas (31%) and whose first language was not English (9%).

Subsequently, the researcher collected further background information as a result of preliminary discussions with two 'Directors of People and Organisational Development', the 'Manager of Training' and the 'Manager of Professional Development', ongoing logistical discussions, two exploratory interviews and the reading of documents which provided the researcher with a rich contextual understanding of the case. Apparently, the agency was formed as a result of the amalgamation of multiple government services in 2003 and, currently, was experiencing a period of growth and change due to the aging population, skills and labour shortages, security risks, technology and political directives. Managers noted that the agency differed from most others because it employed wages and salaried workers and was an operational enterprise. The agency was managed under the 'Chief Executive Officer' by an 'Executive Team' responsible for a number of 'Directorates'; employees from four 'Directorates' participated in this research. The 'New Metro-Rail', 'City Project', and 'Network and Infrastructure' were in the midst of a major change initiative with the introduction of an inter-city rail link and so it was not possible to access any staff from these areas. The change initiative was far reaching and affected the majority of the agency. Areas not directly involved such as 'People and Organisational Development', 'Safety and Strategy', 'Finance and Contracts' and 'Transperth, Regional and School Bus Services' participated in this research.

Additionally, the *Annual Report* (2006-2007) indicated there were 1236 full time equivalent employees, which was an increase of 17% on the previous year, working in the agency as wages and salaried employees in a variety of locations across the state. A large proportion of employees (61%) had been employed with the agency for five years or less. The next largest category was employees who had worked in the agency for more than 20 years (21%). To address issues such as the aging population and skills shortages, managers offered a 'Graduate Program' and a wide range of training and development opportunities. The agency was a registered training organisation and trainers provided outsourced and in-house training in compliance with the Australian 'Quality Training Framework'. Wages employees were more

likely to participate in training and salaried staff members were more likely to participate in professional development which was also outsourced and provided in-house (PTA, 2007, 2008).

Data Collection and Recording Procedures

Prior to collecting the data the researcher asked the liaison officers to send out a letter or email to all staff introducing and endorsing both the researcher and the research and asking for support for the project. In all cases, managers introduced and endorsed this research. The researcher used three instruments, using mixed methods, to collect data contiguously which were previously described in the section on the development of the instruments. The researcher monitored the return rates of questionnaires using spreadsheets and participants from the three cases returned a total of 210 questionnaires. Subsequently, the researcher entered questionnaire responses into designated SPSS databases. Additionally, the researcher recorded the interviews using a Sony ICD-U60 recorder, transferred the recordings to a computer and, subsequently, transcribed the wave files into WORD documents which were backed up and stored digitally and in hard copy. Thus, a total of 70 interviews were conducted across the three participating organisations and the data were stored in the researcher's university office which was kept locked at all times.

Data Collection

Collection of data from the questionnaires occurred in four phases to ensure a good return rate. Stages 1-5 happened in the first phase. Stages 6-8 happened in the second phase. Stages 9-10 occurred in the third phase. Stages 11-13 occurred in the final phase. The interviews were conducted at the same time as the various stages of questionnaire data collection were happening. Interviews for the exploratory and semi-structured interviews were scheduled according to the availability of the participants.

Stages 1-5 of Questionnaire Data Collection

To collect the questionnaire data the researcher:

1. Obtained a list of names and contact details from the liaison person.

2. Made a separate list that coded the participants' names with corresponding numbers that were linked to particular questionnaires so that response rates could be monitored and reminders could be sent.
3. Assembled packages addressed to each participant that contained (a) an introductory letter (see Appendix A), (b) a self-addressed envelope, (c) the questionnaire (see Appendix B), (d) a pen with which to complete the questionnaire, and (e) a raffle ticket linked to a small incentive for participation.
4. Delivered the questionnaires to the organisation and distributed them in person, by mail, and by placing them in internal mailing systems.
5. Monitored the return rate and marked off returned questionnaires on the coding sheet. Initial return rates yielded 62% in Case 1, 44% in Case 2, and 42% in Case 3.

Stages 6-8 of Questionnaire Data Collection

After 2-to-4 weeks, when it became apparent that the return rate had slowed, the researcher did the following to boost the return rate:

6. Assembled packages addressed to each participant who had not yet responded; the package contained a letter that highlighted the importance of participants' responses and requested completion of the questionnaire (see Appendix G), a self-addressed envelope, and a second copy of the questionnaire in case the original had been misplaced.
7. Delivered the questionnaires to the organisation and distributed them by placing them in internal mailing systems or by inter-state mail.
8. Monitored the return rate and marked off returned questionnaires on the coding sheet. At this stage, in the Case 1 inter-state volunteer organisation, 80% of the questionnaires had been returned and data collection had reached saturation point; therefore, the researcher decided to send no further reminders to Case 1 participants. Consequently, the return rate was 80% in Case 1, 55% in Case 2, and 55% in Case 3.

Stages 9-10 of Questionnaire Data Collection

After another 2 weeks when it was apparent that return rate from the remaining two organisations had slowed again the researcher;

9. Identified participants who had not yet responded and emailed them a further copy of the questionnaire along with a brief note suggesting that perhaps they may prefer to complete and return the questionnaire electronically.
10. Continued to monitor the return rate and marked off returned questionnaires on the coding sheet. The approach proved to be worthwhile; in Case 2 the return rate increased to 66% and in Case 3 it went up to 63%.

Stages 11-13 of Questionnaire Data Collection

After a further 2 weeks when it was apparent that the return rate had slowed from the remaining two organisations, the researcher:

11. Identified participants who had not yet responded and prepared final reminder packages that consisted of a copy of the questionnaire, a self-addressed enveloped, and a hand written postcard that reiterated the importance of their responses and requested the completion and return of the questionnaire as soon as possible.
12. Delivered the questionnaires to the organisations and distributed them by placing them in internal mailing systems.
13. Monitored the return rate and marked off returned questionnaires on the coding sheet. The final response rates were 72% in Case 2 and 69% in Case 3. The researcher was pleased with these results because in the Case 3 organisation the liaison officer had said not to expect above a 20%-30% response rate because, typically, that was what they received from their employees when they conducted internal surveys.

Interview Data Collection

In Cases 1 and 2, the researcher explained to the liaison officers that a range of people from across the organisation was required for the interviews so that all business units, ages, levels of employment, job type, and gender were represented. As a result of these discussions the liaison officer approached individuals and asked

if they were willing to participate in the research. In Case 3, the researcher selected the interview sample. Once participants had been selected, the liaison officers in Cases 1 and 2 and the researcher in Case 3 emailed copies of the interview questions to participants so that they could think about their answers to the questions before the interview. After participants had received the introductory email, followed by another email with the questions attached, they were contacted by telephone or in person to negotiate and schedule a suitable time for their interview. Participants were given the option of participating at this stage; nobody was forced to participate. The researcher asked the liaison officers to provide private, quiet spaces in which to conduct the interviews. In Case 1, the board room was made available for the entire week; in Case 2, a vacant office was made available for most of the time and alterative arrangements were made as needed. In Case 3, the liaison officer booked various conference rooms for the interviews. All spaces were quiet, private, and suitable for the purpose of interviewing.

At the interview, the researcher welcomed participants and established rapport by asking how they were going, whether they had had a chance to look at the interview questions, and whether they were familiar with what was happening regarding this research. The researcher provided a duplicate copy of the questions so that participants could refer to the written questions throughout the process. Most participants had some understanding of this research and had looked at the questions, some had written notes in preparation for the interview. In situations where this was not the case the researcher explained the purpose of the research and went through the questions with participants, showed them the recording device, and explained that the interview would be recorded and transcribed. The researcher confirmed with participants that they were willing to be interviewed and all interviewees consented to participate. After interviewees had confirmed their consent to participate the researcher started the recording device and asked the first question. As participants responded to the questions the researcher asked for further clarification of points that they had made and where participants were unsure of what a question meant, the researcher explained it to them. Throughout the interview process, the researcher ensured efficient use of time by not prolonging interviews unnecessarily. Consequently, the majority of the interviews were completed well within the allotted timeframe. At the conclusion of the interview the researcher briefly chatted with

participants, thanked them for their time and contribution to the research, and gave them a small bar of chocolate as a token of appreciation (see Appendix K).

Data Processing and Analysis Procedures

As the research objective was to investigate and describe the relationships between adult learners' professional development and their organisations' change agenda, the researcher analysed data at the individual, group, and organisational levels and, subsequently, reported the results as organisational case studies. Within each organisation there were several distinct groups; so, although data were collected from individuals, common themes emerged that allowed ideas to be aggregated at the organisational and small group levels. Where an individual's situation was unique, data were aggregated at the individual level without identifying the participant (Cavana et al., 2001).

Initially, questionnaires and interviews were coded for identification at the commencement of the data collection stage; subsequently, data were prepared for analysis. The researcher transcribed the interviews from wave files into WORD documents in preparation for data analysis using N-Vivo. Once questionnaires were received the data were checked for completeness and accuracy. Where participants, inadvertently, had failed to complete an item, for example they had not responded to the question about participation in formal education but had responded to subsequent questions in the section, the researcher completed the form to indicate the appropriate response. Other methods used to complete blank responses included: supplementing data with responses in keeping with the participant's other responses, assignment of the mean response from all participants and selection of the midpoint response where appropriate. In most instances the questionnaires were useable, but where there were multiple instances of blank responses the questionnaires were discarded. Data from the questionnaires were entered into SPSS and frequency checks were run to highlight any data entry errors and issues. If an anomaly was found the researcher referred back to the original data and resolved the problem (Cavana et al., 2001; Fraenkel & Wallen, 2000).

Quantitative Analysis

Once the data had been entered and prepared, the researcher began to get a feel for the data by checking frequency distributions, measures of central tendency, and dispersion. Quantitative and categorical data were described in terms of their frequency, mean, range, and standard deviation. Because of the types of questions asked in the questionnaire and the overall interpretive paradigm, the researcher decided that the level of statistical analysis was sufficient for the analysis of data in this research (Cavana et al., 2001; Fraenkel & Wallen, 2000).

In accordance with the mixed methods design the results of the analysis of both quantitative and qualitative data were compared within each case in relation to each of the research themes and were found to provide corroborative evidence. Although extensive cross-instrument analysis was conducted, in the interests of brevity only one example from each case has been included in the appendixes, (see Appendix I). Consequently, the exercise of cross-instrument comparison supported the triangulation of data (Creswell, 2008).

Qualitative Analysis

Once the data had been prepared, organised, coded, backed up, and stored in a safe location the researcher used *N-Vivo 7* to assist with analysis of the interview transcripts and qualitative data from the questionnaires. Additionally, as the human brain was recognised as the most effective resource in analysing qualitative data the researcher ultimately determined how the computer package was used to analyse the data. The researcher followed a rigorous process for conducting content analysis using the constant comparative method (Cavana et al., 2001). The researcher created a project file within the N-Vivo 7 program for each of the case studies and imported WORD documents of transcribed interviews as source documents into the relevant projects, under the headings of 'Exploratory Interviews', 'Semi-structured Interviews' and 'Questionnaires'.

During the initial phase of open coding the researcher read through the transcripts and coded at the question level. Subsequent themes were compared with previous

themes to confirm that they were new themes. The questions asked in the semi-structured interviews informed initial theme identification. The data were rich, and themes emerged beyond those expected through questioning. During the second phase of axial coding the researcher re-read the transcripts and reviewed the initial themes in order to check for relationships and theme clarification. Rules were developed for including or excluding data from specific themes. During the third phase of selective coding the researcher identified quotes that justified particular themes and compared and contrasted themes and sub-themes. A summary of the number of parent tree nodes and subsequent generations of tree nodes is shown in Table 3.6 below. In the parent tree node 17 of the nodes related to the interview questions. In Cases 1 and 2 the participants provided additional information beyond what was asked in the exploratory interview questions; hence there are 18 parent nodes in these Cases.

Tree Nodes	Parent	1st Generation	2nd Generation	3rd Generation
Case 1	18	61	96	28
Case 2	18	122	116	27
Case 3	17	72	143	49

Table 3.6 Number and Description of NVivo Tree Nodes across the Cases

Following on from this, the researcher printed the results of computer assisted categorisation and made final decisions about themes and categories using a highlighter to resolve ultimate groupings. Hence, the relationships between themes were mapped and conclusions drawn in order to write the research results as separate case studies (Cavana et al., 2001). In Chapter 4, the separate case studies are provided which include both statistical and narrative accounts, as well as excerpts including the 'voice of the source'. In the following section, the limitations of this research are discussed.

Limitations of the Research

Limitations were defined as potential weaknesses and included problems with sampling and data collection (Creswell, 2008). Sampling weaknesses arose because of the types of organisations which participated. In the research, findings were sometimes similar across the three organisations, but differences between the

volunteer organisation and government agencies were also evident. As no corporate organisations from the private sector participated it was not possible to draw conclusions about the applicability of results to corporate organisations. Additionally, in Cases 1 and 2, the sample population was drawn from the overall organisational population but, in Case 3, access was restricted to 148 people selected by the organisation from sectors not directly involved with the major capital works change initiative. Employees directly involved in the change initiative were deemed to be under considerable pressure and therefore barred from participation. Results may have differed if these organisational sectors had been represented.

Furthermore, errors could have occurred in data collection. For example, even though definitions were provided in the surveys about the different types of learning and in related questions examples of these types of learning were provided, participants may not have understood or adhered to these definitions. Additionally, research participants who had more than one job may have referred to professional development in which they participated in organisations other than the target participating organisation. Although it was difficult to address issues of confusion in a postal survey, participants were provided with the researcher's contact details so they could ask for clarification if need be, though as a result only one participant telephoned the researcher to query a question.

Limitations in the scope of this research could be addressed in future research. For example, this research did not target career development but because of the open-ended nature of interview questions participants provided a broad range of data on the topic. Further research could target different areas of professional development such as induction, succession planning, and career development. Similarly, the open-ended nature of interview questions provided data about approaches to training and development and human resource development, even though this was not specifically sought. If these areas were specifically targeted in future research, further data could be collected. Recommendations for future research can be located in Chapter 6 and in Appendix O.

Evaluation of the Research

The researcher evaluated the research process to ensure that a rigorous study of adult learning in the three organisations had been conducted; evaluation of research processes was recommended by Creswell (2008) and Cavana and his associates (2001). Therefore, in the following paragraphs a synopsis of the evaluation of this research is provided, under the headings of *framework*, *method*, and *results*; the conclusion is drawn that the research processes were indeed rigorous.

Framework

In the evaluation of the research framework, the researcher interrogated aspects of the research such as the research title, problem statement, review of the literature, purpose and research questions. Hence, the research title, *"An Investigation of Professional Learning in Dynamic Environments"* was found to reflect the phenomenon, people and sites being studied. Furthermore, the researcher identified the need to explore the relationship between training and development and organisational change agenda because the nature of their relationship was unknown and the outcomes of adult learning were important to achieving sustained advantage for individuals and organisations. In Chapter 1, the researcher established the importance of training and development, organisational change, and their relationship, and located the problem in personal experience and literature. Personally, the researcher was concerned that the provision of training and development could stem from political or logistical expediency rather than 'good practice' and, from the literature, it was found that it was 'good practice' to align training and development with organisational change agenda. In Chapter 2, further literature pertaining to training and development which stemmed from the diverse fields of education, psychology, and management was elaborated upon and although a relationship between training and development and organisational change was found, it was not fully explained; thus, the stated purpose of this research was to investigate and describe their relationship. Hence, the problem of investigating the relationship between adult learners' training and development and organisational change agenda was stated as the primary research question and, subsequently, four secondary research questions were identified to provide a focus for this research and

directed data collection. The methodology for data collection is evaluated in the following paragraph.

Method

In the evaluation of this research methodology, the researcher considered the sampling and selection of research participants, the research design, and data collection methods. In Chapter 3, the researcher described the use of a stratified purposive sampling methodology which ensured representation of the diverse organisational roles and sufficient numbers of participants to allow data collection to achieve saturation and substantiate evidence. Because the purpose of this research was to investigate and describe the relationship between adult learners' training and development and organisational change agenda, the researcher wanted to understand the experiences and perspectives of participants; therefore, an interpretive paradigm underpinned the research design. Furthermore, in Chapter 3, the use of mixed methods of data collection was described. Thus, the researcher collected qualitative and quantitative data contiguously and, subsequently, conducted cross instrument comparisons. Additionally, the researcher provided clear accounts of the development of the instruments and their use in data collection.

Results

In the evaluation of results, the researcher reflected on the process of data analysis and the interpretation, discussion, and reporting of the findings. Although the procedures for analysing the data were described in Chapter 3, the results and findings of the separate case studies were reported in Chapter 4 and the cross-case analysis and subsequent discussion of cross-case findings were located in Chapter 5. Furthermore, the findings were reported in the thesis and were distributed to managers of the participating research organisations, as case studies similar to those in Chapter 4. Additional information can be found in the Appendixes: examples of cross instrument comparisons (see Appendix I), the questionnaire results (see Appendix J), a summary of the overall findings (see Appendix L), recommendations for a future approach to training and development (see Appendix M), and further research (see Appendix O). Finally, in Chapter 6, an alternative model of training

and development was discussed; which was developed as a result of the research findings and consideration of the previous findings in the literature.

In Chapter 4, the researcher presented the results clearly and logically in relation to the research questions and represented them as thematic headings under which the findings were subsequently reported. Thus, the researcher answered the research questions and provided multiple layers of evidence; for example, in Chapter 4, pertinent statistical results and the perspectives of managers and non-managers were represented numerically, narratively, and quoted in 'the voice of the source'. Through the use of the mixed methods design and subsequent cross-instrument comparisons, the researcher confirmed that data from the three instruments were corroborative and provided greater insight into the phenomena under investigation. Furthermore, managers from the participating research organisations accepted the findings as accurate.

Subsequently, in Chapter 5, the researcher discussed the findings in relation to a cross-case analysis and the literature by using the same thematic structure as in Chapter 4. Furthermore, the thematic approach supported the researcher's belief that the research questions had investigated the target phenomena effectively.

Additionally, the researcher promoted the importance of the findings by discussing them in relation to previous literature and writing the thesis in accordance with the recommended APA style. In Chapters 5 and 6, the researcher identified the key findings and recommendations which differentiated the current research results from previously known concepts and practices. Consequently, after evaluating this research, the author concluded that an appropriate framework had been established, rigorous methodology adhered to, and worthwhile results were achieved.

Chapter Summary

In Chapter 3, the researcher explained (a) the initial catalyst for investigating the relationship between adult learners' training and development and organisational change agenda, (b) the research approach, and (c) the underlying assumptions. Subsequently, in order to eliminate unspoken assumptions, the researcher (a)

described the research design, (b) explained how the research methodology was developed, and (c) outlined procedures related to data collected and analysis. In conclusion, the limitations of this research were identified and the research process was evaluated, beyond simply the methodology presented in Chapter 3. Thus, a rigorous research process was found to have been used, the results of which are presented in Chapter 4.

CHAPTER 4: RESULTS

Introduction

In this chapter, the research findings are presented. Findings were derived from qualitative and quantitative responses to 210 questionnaires and 70 semi-structured interviews, five of which were with key informants who were senior managers within their organisations, and 65 of which were with employees in middle management and non-management positions.

The researcher analysed quantitative data using SPSS 14 and used pertinent descriptive statistics to introduce the five themes in each case study. For further information, the questionnaire results have been included in the appendixes: both qualitative and quantitative questionnaire results are reported in Appendix J. Additionally, the researcher analysed qualitative data from the interviews using NVivo7; hence, nodes and sub-nodes were identified and linked to the research questions. Subsequently, the researcher aligned the emergent themes with the research questions and supported the narrative description of each theme using italicised quotations from participants. The case studies were structured around the following key themes derived from the research questions (see Figure 2.3):

1. Context and need for change;
2. Provision of training and development;
3. Accessibility of learning opportunities;
4. Motivation for participation and transfer of learning;
5. Effectiveness of training and development; and
6. The relationship between training and development and organisational change.

Even though the participating organisations were diverse, the researcher used the following consistent format to represent the results of each case study, in Chapter 4:

1. Thematic overview for each theme;
2. Perspectives of management in relation to each theme;
3. Perspectives of non-management in relation to each theme;
4. Summary of key findings;
5. Implications of findings; and

6. Recommendations.

Similarly, the researcher provided senior managers from the research organisations with reports of the results for feedback and confirmation.

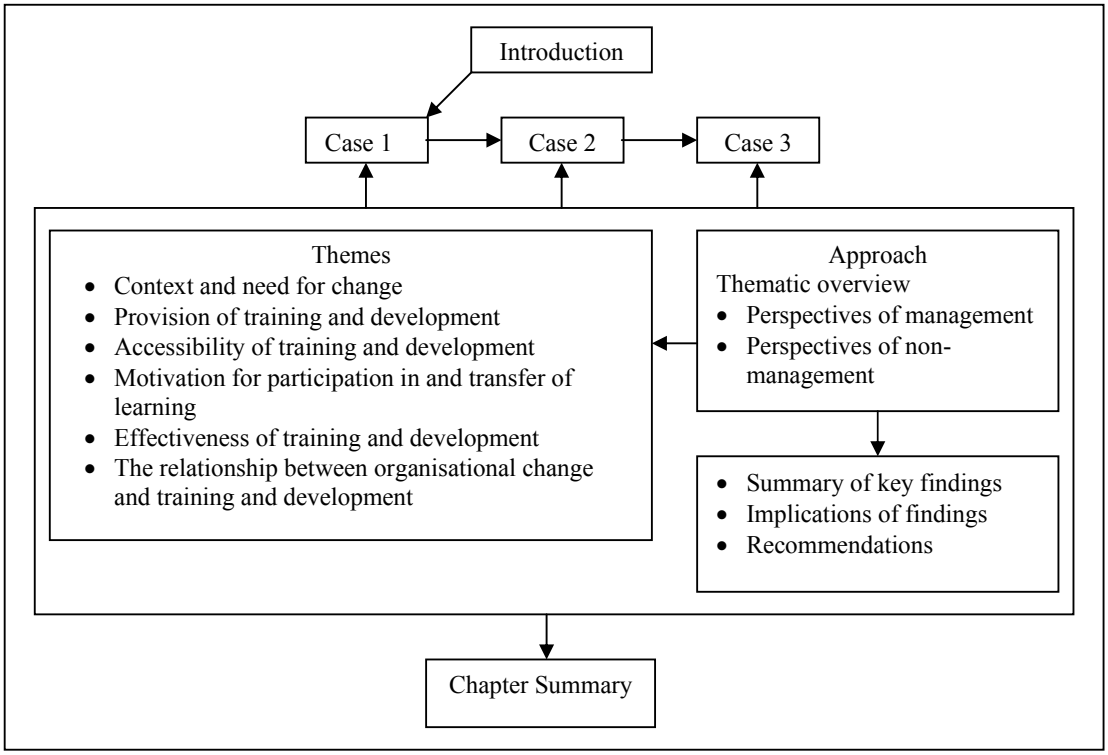

Figure 4.1 Overview of Chapter 4

Case 1: Findings

Summary of Context and Need for Change

Staff members in the Case 1 volunteer organisation provided services to the community through their provision of community care, first-aid treatment, training, and sales. Additionally, they found financial sustainability to be a driving force for organisational change. To achieve sustainability, managers had to change their thinking, commercialise the business, and comply with government regulations whilst maintaining the organisational heritage and volunteer ethos; *"the commercial branch needed to think commercially and to think differently than the volunteer arms because we wouldn't have survived had we continued to think the way we did"* (B12). Therefore, to increase professionalism, managers initiated changes in administration, training, and management of volunteers.

Thus, managers commercialised and centralised the accounting and rostering systems and prioritised marketing; "*we needed to hunt business because we didn't do that. We didn't actively market. We didn't actively seek funds but it was obvious that we were not sustainable if we didn't do that*" (B12). The Chief Executive Officer (CEO) explained that centralisation was necessary because of the diminishing numbers of qualified volunteers, greater government scrutiny, and the need for accountability. Even though volunteers were disturbed by the centralisation of the accounting, it was necessary for financial sustainability. Furthermore, managers centralised rostering procedures so clients could contact a central office and duties could be allocated to ensure professional service and duty of care for staff.

Staff members in the training sector responded to the 'Australian Government's National Training Reform'. Consequently, trainers were better able to provide training for clients and raise revenue to support the volunteer sector. However, trainers were required to have 'Certificate IV in Training and Assessment' (TAA) and courses had to be delivered in compliance with the 'National Training Framework'.

Similarly, volunteers in 'Operations' and 'Community Care' responded to changes in government legislation and the marketplace. For example, in recent years, people

with expertise had left the organisation and fewer professional people were volunteering; *"baby boomers and young people didn't want the type of organisation we were"* (B12). Subsequently, managers responded by changing the militaristic hierarchical structure to attract volunteers so that even though volunteers still wore uniforms and held rank, management was less stringent. 'Operations' volunteers, also, experienced changes to administrative practices and training qualification requirements. Additionally, a fee for service was introduced: clients other than non-profit organisations were asked to contribute towards the cost of consumables, but not labour. Some volunteers disliked the arrangement because they believed charging a fee for service was contrary to their ethos. 'Community Care' volunteers experienced less change, mainly in relation to funding arrangements.

The Provision of Training and Development

The scope of the provision of training and development is described in this section. According to questionnaire results, 83% of participants indicated they were provided with a range of training and development though not everyone was satisfied with its availability. Typically, participants (72%) were satisfied if training and development enhanced their career opportunities, was relevant, and accessible. Conversely, if participants lacked opportunity to participate or there was no follow-up they were dissatisfied. Some participants recommended (a) an assessment of needs, (b) the improvement of human resource management and communication processes, (c) the upgrading of facilities and equipment, and (d) greater involvement of young people.

Perspectives of Management

The employer provided training and development for paid and volunteer staff. Formal courses which were provided included (a) 'Certificate III in Business', (b) 'Diploma in Business', (c) 'Certificate IV in Training and Assessment' (TAA), and (d) 'Certificate IV in Frontline Management'. The provision of non-formal programs included mandatory training such as anti-discrimination policy and child protection as well as the non-mandatory first aid, radio, and driving courses. Additionally, senior managers conducted informal information sessions about the changes for people in the divisions. Middle managers confirmed the provision of the formal and

non-formal programs but noted that it was the CEO who determined which staff members could access the opportunities.

Perspectives of Non-management

Volunteers and paid staff had opportunities to participate in formal courses, such as, (a) 'Certificate IV in Training and Assessment' (TAA), (b) 'Diploma in Frontline Management', (c) 'Certificate IV in Business Management', and (d) 'Diploma in Business Management'. They also had opportunities to participate in non-formal (a) courses for 'PowerPoint' and 'Publisher', (b) national leadership programs and workshops, (c) first aid protocol workshops, and (d) 'Occupational Health and Safety' courses. Informal learning was facilitated through mentoring, induction, networking, reading, and experimentation. Staff participated because the activities were (a) in relation to their jobs, (b) in response to an audit, or (c) mandatory. Typically, the CEO asked staff members to participate in training and development; participation as a result of line managers' requests or personal choice was minimal.

Accessibility of Learning Opportunities

In this section, the researcher has described participants' access to training and development opportunities, provided by the employer or otherwise. According to questionnaire results the following percentages of staff accessed formal education (63%), non-formal programs (95%), informal (80%), and incidental learning (90%).

Most frequently, participants accessed competency-based training (89%) - mainly the formal TAA and business courses. Although most respondents (72%) freely chose to participate, the TAA was compulsory for trainers. The employer paid for staff to complete required courses but participants paid for any formal education which they independently chose to complete. Participants complained if there was (a) too much personal time involved in learning, (b) a lack of follow-up, or (c) pressure to complete courses.

Workshops, such as first aid courses, were the most commonly attended forms of non-formal programs (22%) in which 63% of respondents freely chose to participate. Although the employer paid for the cost of the courses, individuals paid for any

related travel expenses. The most common forms of informal learning were (a) mentoring (15%), (b) team based learning (14%), (c) networking (12%), and (d) professional reading (11%): There was no cost to participants, except for occasional membership fees. Incidental learning occurred most frequently as participants (a) worked with others (22%), (b) talked to colleagues (20%), and (c) did their jobs (20%). Participants preferred the learning opportunities to be (a) relevant, (b) done efficiently in work time, (c) helpful in achieving their goals, (d) tailored to needs, and (e) instrumental in increasing their knowledge, competence, and credibility.

Perspectives of Management

The CEO selected staff to participate in courses related to their work and the change agenda. For example, administrative staff members were chosen to do business courses and trainers were selected to participate in the TAA. Even so, all staff could participate in mandatory and first aid training. Although costs limited the number of people who could participate, managers provided essential training and development for staff; *"If there is anything I can give anybody, especially our volunteers who give us so much time, if I can give them a qualification, I am only too pleased to give them the training they need"* (B12).

Several managers had been in the organisation for many years; apparently, longevity with an organisation, in role or age, often reduced the desire or need to participate in training and development; "*I've never been given any training … never asked for it. I've put myself in the position that I think I should know it by now … but if I needed anything I'm sure it would be offered to me*" (B20). Alternatively, some managers sought informal advice from the CEO rather than pursuing formal learning opportunities.

Conversely, the 'younger managers' desired and accessed training and development, such as the TAA and 'Diploma in Business', because it directly related to their roles. Additionally, two 'younger managers' were selected to participate in a 'National Leadership Program' which, although beneficial, could not meet all their needs. Middle managers had difficulty accessing role-related training and development; "*I came in without any management, well basically no formal qualifications after Year*

12. I had no experience in managing people or managing full stop so I had to gain knowledge to be able to do my job" (B15). Some middle managers felt undervalued and underutilised;

> *They don't draw on people's skills … once you apply for a job your resume goes in the bin … they never think … with further training we could get them into that role … We do not have a human resource specialist in this building at all* (B17).

Perspectives of Non-management

Most participants accessed training and development in relation to their roles and associated changes because it was provided by the employer. They also learned by experience as they worked in the organisation over time. For many people this began when they voluntarily joined the organisation as children; "*you learn that as a cadet, the 'Knowledge of the Order Badge' that goes through the complete history of* [the organisation] *from the crusades through to now*" (B15). The process provided a strong induction into the organisation. Cadets learned the history and ethos of the organisation but; "*in the other branches they don't learn about the history … they are taught the organisation has the culture it has which is a result of the history*" (B15). In these situations newcomers were given a self-paced induction manual to read and, subsequently, sign-off on. Gaps in the induction process emerged as people who had not been cadets were employed: the problem was exacerbated because managers moved away from the traditional word-of-mouth recruitment process and recruited by publically advertising jobs. Thus, new recruits found the transition difficult;

> *Give people the support they need when they go into those roles … it is not an easy job, you're doing it seven days a week in your own time … I've made numerous phone calls to try and get the information … but it could have been said – this is what happens* (B2).

In Case 1, 40% of staff worked for more than one employer and had access to training and development beyond the organisation. Consequently, some participants experienced duplication of training; further exacerbated by the frequent changes to training qualification regulations. One participant had completed a similar training

course six times; "*I've done 'Lead Manage and Develop Teams'. I did do 'Train Small Groups' through this other group but I had to do it all again to go on [this] certificate"* (B2).

Personal choice was important; with people able to opt in and out of learning opportunities according to their own personal goals and desires. One person chose to enrol in and personally bear the cost of a university course in 'Emergency Management' which related to his volunteer work. Conversely, other volunteers did not want to access training even though it was available to them;

> *The volunteers get offered things like first aid … It's offered to them but a lot of them just don't want it. They just want to work at the coal face … you can't force them, especially the older people. They're quite happy doing their shopping or visiting ['Community Care']* (B20).

Distance, time and technology created difficulties in accessing support for learning. For example, the 'Certificate IV Training and Assessment' course was delivered by the national training manager, who travelled interstate to deliver the course. Although ongoing communication was available via email, participants stated their access to follow-up was limited; "*the support is there. It is just getting access to it. The national trainer is quite acceptable to you emailing him and asking questions – it's time* [that is the problem]*"* (B3). Some participants had difficulty with the online component of the TAA; "[we] *have an e-learning site and it's just a matter of finding what you are looking for … we were given a CD …* [but] *you can't open the dash thing*" (B3.)

Motivational Factors Influencing Application of Learning in the Workplace

In this section, the researcher has investigated the factors influencing individuals to (a) participate in training and development and (b) transfer their learning into workplace practice. According to questionnaire results, participants were most motivated to participate in formal education, non-formal programs, and informal learning because of the relevance to their current jobs: for incidental learning the most motivating factor was participants' interest in the topic. Furthermore, 89% of

participants reported they could apply their learning in their work situation: additionally, they wanted to develop their knowledge, skills, and confidence. Participants noted the importance of supportive well resourced environments which provided opportunities for them to apply their learning. Moreover, training and development had to be relevant, supervised, and ongoing. Although some people were not hindered from applying their learning in the workplace, others were hindered because they lacked time, information, recognition, financial reward, and opportunity to apply their learning: Excessive workloads, working offsite, age restrictions, and relevance of training also hindered transfer of learning.

Perspectives of Management

There were external, internal and financial pressures that motivated managers in the organisation to change their approach. External factors included government policy, national organisational influences and public expectations. The 'National Training Reform' guaranteed training and provided funding to recognised training organisations (RTOs). Gaining and maintaining RTO status increased financial opportunities but meant adherence to the 'National Training Framework' which had implications for resourcing and delivering training. Financial sustainability was influenced by the organisation's position in the marketplace; "*we had built up a really good relationship with governments. They see us as an organisation that can be of real help in a disaster or in an emergency*" (B12). The public expected a professional service because they were being charged a fee for service; "*they expect a professional invoice, centralised, they just ring headquarters and book their duties. They don't want to book through ringing somebody's home*" (B12). However, attracting volunteers into the ranks had become increasingly difficult. The public did not want the strict military regime so managers had to change the image of the organisation, to attract volunteers and achieve financial sustainability. Thus, branding unified the volunteers and identified a niche in the market; "*there's only 4% of the population that is trained in first aid, so there are a lot of people out there in need*" (B12). On the other hand, branding made the organisation vulnerable to public perception and created a need for its entire staff to be trained in first aid; "*paid staff and especially anyone who drives our cars needs to have a first aid certificate. It would be unbearable to think that someone went whizzing past an accident in one of*

our cars" (B12). Individually, some managers were motivated to apply their knowledge and understanding because of their prior knowledge and experience gained in external organisations;

> *I could see that we probably weren't meeting some of our legal obligations as far as recruitment and equal opportunity … So it was really about trying to apply current practice, probably not even best practice, but current practice to a volunteer organisation* (B10).

Perspectives of Non-management

When staff members were asked what motivated them, one of the most prominent responses was *'helping others'*, which was consistent with the organisation's ethos. For example, two TAA participants acknowledged their desire to help others as their motivation for completing it; "*Saving lives I guess. That's the real motivation. The more good we can do whether it is in the classroom or offering an opinion to management, the better we do our work, the more people we can assist*" (B16). Another person did it because she wanted to help her friend who was suffering under excessive workload; "[CEO] *said we can all lecture in the division but we can't assess without the certificate and I wanted to take a bit of the workload off* [my friend]" (B18). For others the motivation was; *"the feeling you get from giving to the community … you get something back out of it but its more providing a service to the community that really gives you a buzz … seeing things happen … people being happy"* (B4).

The second most frequent response people gave to explain their motivation for participation in and application of their learning in the workplace was *'because the situation demanded it'*. For example, participants learned computing systems so they could make bookings for training courses and maintain accounts properly. For a number of people who participated in the cardio-pulmonary resuscitation (CPR) training it was a required by external authorities; "*if you go outside the protocols you are not covered by insurance*" (B8). Others were required to complete the TAA to fulfil legal requirements.

Effectiveness of Training and Development

Even though training and development were provided, accessed and applied in the work situation, did it achieve its goals? Were the goals it achieved aligned with individual and organisational learning needs? In this section the effectiveness of training and development is investigated and the evaluation processes used by managers in the research locations are described.

According to questionnaire responses, participants' 'personal' learning needs were met fully or to a major extent through (a) formal education in 52% of cases, (b) non-formal programs in 39% of cases, (c) informal learning in 59% of cases, and (d) incidental learning in 50% of cases. Participants noted that training and development was effective: if (a) programs achieved their goals, were relevant, and practical; (b) participants' increased their confidence, professionalism, knowledge, skills, and understandings; and (c) it fostered discussion and identified further learning needs. Conversely, participants noted that training and development was ineffective if they could not implement their learning because of restrictive organisational practices, insufficient follow-up, or lack of time.

According to participants' questionnaire responses 'organisational' learning needs were met, fully or to a major extent through (a) formal education in 40% of cases, (b) non-formal programs in 26% of cases, (c) informal learning in 56% of cases, and (d) incidental learning in 53% of cases. Their responses indicated the same conditions influenced the effectiveness of training and development in meeting personal and organisational learning needs. Additionally, participants noted that effective training and development (a) was aligned with the change agenda, (b) fostered interaction, (c) boosted morale, and (d) kept employees up to date: moreover, it was most effective when individuals' interests and organisational needs were aligned. Conversely, training and development was less effective if (a) it was not aligned to the change agenda, (b) there were unclear messages about the need for organisational change, and (c) managers did not participate or recognise employees' contributions.

Perspectives of Management

The CEO evaluated the effectiveness of training and development and noted staff attitudinal changes through informal observation and feedback. More objectively, the CEO assessed course attendance, numbers of volunteers, income, and work performed by staff; some of these measures referred to training and development offered to clients. Typically, training and development was valued in the organisation; *"our national training manager is pushing not only the first aid training but also the management and leadership, and making sure that we are equipping people with the right skills and knowledge"* (B10). Also, managers recognised the current inadequacies of their staff development; "*we need to recognise people's current skills and utilise them within that area and give them a chance to grow so they don't get bored and leave us*" (B17). Managers suggested the inadequacies could be addressed through improved human resource management processes.

Perspectives of Non-management

Although participants did not directly comment on evaluation processes, they did comment on the strengths and weaknesses of their training and development; furthermore, they suggested ideas for its improvement. Therefore, in the following paragraphs, the perspectives of non-managers are presented as a SWOT analysis of training and development (NB: SWOT refers to strengths, weaknesses, opportunities and threats).

Participants identified three strengths of training and development; (a) it increased their capacity, (b) they had team support, and (c) its provision. Participants noted the importance of increasing their knowledge, understanding, and confidence; *"if you are on duty somewhere and somebody's life depends on what you're doing, you have to know what you are doing"* (B7). Others commented on the strength of team support; "*the strengths with the training branch are the help and assistance you get from them and they are always there to help you*" (B6) and in 'Operations' *"the major strength is that we do have the network, divisional training nights, regional training nights"* (B8).

Participants noted the weaknesses were (a) poor communication, (b) limited access to training, (c) lack of opportunity for implementation, (d) location, and (e) time. Communication was an ongoing issue, typified by insufficient opportunities for staff to discuss issues. Participants could not access training and development because either it was not widely advertised or they were not offered it. Although trainers were required to complete the TAA, they could not use their knowledge and skills;

> *We are told as commercial trainers we have to do the full TAA. We don't write the programs for the organisation. If they want us doing the full TAA then give us involvement in programming. We're the guys in the classroom doing it. We know what our clients want to know and how to respond to them so we can then develop programs that are probably more meaningful* (B16).

There were two issues related to location (a) distance and (b) facilities. For example, regional participants had to travel long distances to attend central training events and the national training manager had to fly in from another state to deliver the courses. Some venues had limited parking, were difficult to find or poorly equipped; *"it's not a good environment in the training rooms … it's a bit cramped. They're not well set up"* (B16). Furthermore, time was an issue because participants were not always paid for their time to attend training nor were they given sufficient time for preparation prior to implementation; *"we don't have a lot of time to develop our own resources … it can look rushed because you're stumbling through the resources provided and we are got given opportunity to critique the program"* (B16).

Participants suggested opportunities for improvement through more effective communication and human resource development. For example, staff wanted to network and have formal meetings; *"we don't have regular meetings … if you have them on a regular basis then you shouldn't have a lot of stuff come up but at the moment it is just it goes off the radar"* (B7). Furthermore, staff wanted to be asked about their learning needs and, subsequently, provided with tailored learning opportunities; *"the subject matter and content was determined by upper management and as a result the content was not always directly suitable to or relevant to the attendees"* (B13).

The two greatest threats were factors associated with time and implementation. For example, when a new regional office was established; "*it took about three months to get to the point where we were all comfortable and not having to ring* [the other offices] *for assistance*" (B1). Also, when staff changed roles they had to manage their time effectively so they could adjust to the changes. Sometimes trainers were not given time to learn new packages before having to implement them; *"in relation to the changes we were given packages, facilitator guides which were quite good but* [told] *there it is have a read, implement it now"* (B16) and *"I needed to spend a lot more time in areas that I wouldn't have before, particularly in areas that I didn't* [previously] *see as important"* (B7).

Effective transfer of the learning was threatened by course design and lack of opportunity. For example, the TAA course was designed around hypothetical rather than practical scenarios; *"it's more about outcome … the majority of assignment work is hypothetical … designing a course for a hypothetical company on a [real] topic … the course is useless because we are not going to use it"* (B13). Trainers were frustrated because they were; *"not allowed to implement, we get the training but what we come away with in the training is not implemented. Management just won't allow it. So fully equipped to do it – it is just not implemented"* (B17).

The Relationship between Training and Development and Organisational Change

In this section, the researcher has explored whether there was an intended or a perceived link between employees' training and development and the organisation's change agenda. Previously, the researcher described the types of training and development provided by the employer and accessed by staff and the organisational change agenda. It was necessary to consider these factors and how they were experienced by staff in order to establish if there was a relationship between them. Participants' questionnaire responses indicated there was an intended link and a perceived link between these factors; 88% of participants had moderate, considerable, or full awareness of organisational change and 78% of them recognised a relationship between their training and professional development and the organisational change agenda.

Perspectives of Management

There were clear links between the need for compliance with training requirements and the provision of the TAA course; "*change necessitated training"* (B12). Similarly focus on business and management courses aligned with the need for professionalism and commercialisation. Although, the CEO held informal information sessions to update staff on changes, she recognised there was a problem with communication; "*communication would be the biggest problem in this organisation – I've been with* [this organisation] *for 31 years and I've heard that just about every day of my life*" (B12).

Middle managers experienced change and professional development differently depending on their roles and work areas. There were two instances where there was a change in location, which affected middle managers. One was due to the establishment of a regional office; "*that meant sending* [customer service staff] *to* [the city] *for specific training at the state office so they'd understand how the systems worked and it also meant my management training … and … the upgrading [of my] training qualifications*" (B1). The other change in location was due to a flash flood which rendered the central office unusable for training. Communication to staff after the critical incident was inadequate and staff were not debriefed; "*what [senior] management don't understand is that if people know something is in the wind to change they will create a rumour. We'll get rumours floating around and in the end the rumour will cause friction*" (B17). As a result of the critical incident, a middle manager received training but it seemed to be a matter of compliance rather than a real attempt to improve the situation;

> *That came out of the audit that was conducted, that none of us have ever seen on the whole disaster, that the OH&S officer needs further training … [senior] management need to understand, while I am happy to take on the role, of exactly what I can and can't do and my feeling is that this building is unsafe to be working in but they don't understand that I am responsible* (B17).

Perspectives of Non-management

A consequence of the 'Training Reform Agenda' was that trainers were required to have the TAA qualification and courses had to be delivered and assessed in compliance with the 'National Training Framework'. As a result of these changes the training branch was commercialised, became more professional and, consequently, was better able to support the volunteer sector. Even so, some trainers struggled to complete the course; "*with the TAA I have the time structure and also in the class where you've got people who've done more or less than what you have … you get really confused in a room where you've got three different levels*" (B6). Furthermore, the delivery of training was affected by (a) changes to course structure and assessment, (b) administrative procedures, (c) publication of a new manual, and (d) changes to first aid protocols; "*it's more about paper work and setting up courses and stuff as opposed to being really directed at how to present a course that's already there*" (B13). Some trainers felt a sense of conflict because they taught first aid more than they practiced it; "[not] *enough opportunity to actually develop our skills. We may develop our knowledge and our basic skills but there's not enough opportunity within the context of the work environment to actually get in there and develop the skills further*" (B16).

There was a link between the 'Operations' branch becoming more professional and participants' training and development. For example, changes to the logo, style of their kits, and emphasis on employing skilled people created a more professional image; "*moving away from the person with the dilly bag … just running around … style of their kits, … way they market their kits … way they go about their training, the people they pick for their training*" (B7). One of the trainers felt he had developed professionally through his participation in a national effort to improve the design of first aid kits; "*took part in the redesign of the first aid kits … there were people from every state … we all had an input into the designing of those kits*" (B7). Additionally, the centralisation of accounting and rostering was linked to some participants' training and development; "*I've had to learn finance … how to use different computer systems, to use QuickBooks … they were getting me to do a lot of promotional things so I was using Publisher and doing training* [on it]" (B9). Changes to the cardio-pulmonary resuscitation (CPR) protocols were supported by

training; "*lots of meetings, talks ... Changes in rates and rhythms and oral mannequins so that they're all the same… using two hands instead of one, choking management also changed … that was well done*" (B3).

Summary of Key Findings

Throughout Case 1, the researcher reported findings in relation to the research themes; results of the quantitative data were reported using pertinent descriptive statistics and results of the qualitative data were reported narratively and supported with quotations from participants' interview responses. In order to identify the key findings in Case 1, the researcher has analysed and synthesised the results and developed a summary, below, in Table 4.1.

Table 4.1 Summary of Key Findings from Case 1

Theme	Summarised Findings
Provision	• The employer provided a range of formal education and non-formal programs in relation to organisational change and employees' roles. • Informal learning opportunities were not featured in the provision of training and development and were marginalised in day-to-day operations.
Access	• There was limited provision for human resource development to facilitate staff access to training and development opportunities. • Access varied. Some staff independently accessed learning opportunities. Others did not access it because they did not want or need it. Others could not access it even though there was a perceived need. In some instances there was a duplication of training. • Staff learned informally and incidentally even though provision focused on formal education and non-formal programs. • Induction of staff was inconsistent. Staff members were provided with an induction manual which provided them with information about the organisation, but access to role-related induction was unavailable. • Middle managers and supervisors could not access training for the management of staff or budgets, which were often components of their roles. • Support was difficult to access because of distance, time and technology.
Motivation	• Staff members were motivated to learn when it was related to their job and of interest to them. • They were motivated to apply their learning in order to help others and because situations demanded it.
Effectiveness	• There was limited provision for human resource development to facilitate recognition and utilisation of knowledge and experience. • Participants perceived informal learning to be the most effective form of learning. • Formal education was perceived as relatively effective in meeting personal learning needs, such as, career development. • Limited time and opportunities were the greatest threats to implementation. • Some evaluation focused on training provided to clients • Evaluation of staff professional development was informal and ad hoc.
Relationship	• There was a direct relationship between professional development and organisational change.

Implications of Findings

The employer provided staff with training and development in response to organisational needs, particularly the need for financial sustainability. Whilst aligning training and development with organisational change issues was recognised as good practice, there was also a need for other forms of training, including career development (Burns, 2002; McMahon, Patton, & Tatham, 2003). In Case 1, there was insufficient consideration of individual needs, capabilities, or experience. Participants wanted improved human resource development and a survey conducted to determine their professional learning needs. Hence, if managers focused on human resource development by utilising and developing the workforce, potentially, it could benefit the organisation and contribute to its financial sustainability.

When planning training and development, managers in Case 1 favoured formal education and non-formal programs, rather than informal learning. In spite of this participants ranked informal learning as more effective than other forms of learning. Although many informal learning strategies involved communication between individuals, as well as within and across groups, poor communication was identified as an ongoing issue. Whilst still maintaining its provision of formal education and non-formal programs, the organisation could benefit by overtly integrating informal learning strategies into its training and development program and, subsequently, enhance communication within the organisation in general.

Recommendations

The researcher recommended the adoption of a more up-to-date approach to training and development which;

1. Integrated informal learning;
2. Targeted individual and organisational needs; and
3. Was facilitated though an effective human resource development system.

Case 2: Findings

Summary of Context and Need for Change

As part of a government agency, staff in the large metropolitan district office provided support services to schools in a context of continual change. Many of the changes occurred as result of the 'Curriculum Council Act 1997' which mandated curriculum reform in schools. In 1999, in response to the 'Act', agency managers launched the 'Curriculum Improvement Program' (CIP). Subsequently, reviewers claimed the change initiative was managed ineffectively and that a different approach was necessary. Consequently, in 2003, agency managers launched the 'Curriculum Improvement Program - Phase Two' (CIP2). Reviewers of CIP2 recommended a change of leadership and the restructuring of the 'Curriculum Directorate' (Moss, 2005). As a result, managers (a) restructured central office, (b) changed the way they provided professional development, and (c) established guidelines to direct change management; "*it is very much a softening of the approach in order to listen more and espouse less*" (A1). A senior manager noted that in the future there would be fewer, but more strategic, programs; "*whenever we do implement any change or improvement, it's got to be much better researched. It is going to have to be much better resourced, in terms of professional development and training*" (A13).

Further changes occurred as a result of the 'Acts Amendment (Higher School Leaving Age and Related Provisions) Act 2005'; staff in secondary schools had to accommodate students who were staying on at school, in technical and further education (TAFE) or a combination of education and workplace learning. Additionally, changes occurred in response to research, such as the 'Post Compulsory Review' and 'Our Youth Our Future', and led to the development of 'Courses of Study' for Years 11 and 12.

Furthermore, change occurred as a result of government intervention. For example, when the Government changed in 2003, Training and Education merged to become a super department. Additionally, in October 2006, officers from the state 'Corruption and Crime Commission' (CCC) intervened in the running of the agency, replaced the 'Director General' and other senior executives, abolished the existing complaints department, and established the 'Standards and Integrity Directorate'. As a further

consequence some of the agency's strategic documents were rewritten. For example, the outgoing 'Director General' had authorised the 'Plan for Government Schools 2004-2007'. The incoming 'Director General' published 'Focus 2007' and the 'Classroom First Strategy', in alignment with the intervention of the CCC, to sharpen the agency's focus on the safety and education of students. In the 'Classrooms First Strategy' the Director General emphasised the role of teachers in the classroom (DET, 2007; O'Neill, 2007a, 2007b). Consequently, staff in the district office could be asked to return to the classroom rather than support teachers in schools as external consultants. Furthermore, staff in the district office faced insecurity and redundancy because of a proposed agency restructure. There were further complications because the Commonwealth and State Governments did not work in unison as they interacted with the agency; "*the federal government* [had] *tied grant agreements with the state and impose[d] objectives that need*[ed] *to be met*" (A13). Thus the environment was typified by multiple government interventions and subsequent change initiatives, many of which were not strategically aligned.

The Provision of Training and Development

In this section, details about the scope of the provision of training and development in Case 2 are provided. According to questionnaire responses, 93% of participants were provided with a range of training and development activities and 82% of participants were satisfied with the provision. Participants preferred training and development to (a) enhance their careers; (b) be relevant and interesting; (c) increase their knowledge, skills, and understandings; (d) allow them to exercise personal choice and responsibility; and (e) be supported by employers through funding and encouragement. Conversely, participants were dissatisfied when there were limited opportunities, funding, time, information, and recognition.

Perspectives of Management

Senior managers identified a number of non-formal programs, such as child protection, senior schooling, and the attendance strategy that were provided for staff. Additionally, senior managers developed the 'Associate Reviewer Program' to assist school leaders to implement the 'School Review Framework' and a middle manager participated in a workshop on complaints management.

Perspectives of Non-management

Staff participated in a broad range of non-formal programs. For example, the 'Student Services' team received training and development related to the child protection policy and the attendance strategy. Furthermore, all school personnel were required to complete six hours of child protection training; anyone who missed out was required to catch up. Although district office personnel were required to complete the training it was less rigorously pursued because they had no immediate contact with children. Additionally, a select few of the 'Student Services' team received specific training in relation to the attendance strategy and its associated resources. Relatively few people received training in relation to 'Primary Science'. Staff who worked with senior schooling had access to training and development in relation to 'Courses of Study' and the raising of the school leaving age. Other non-formal programs included (a) conference attendance, (b) financial computing packages, (c) how to engage clients, (d) how to deal with anxiety and depression, (e) mediation, (f) identification of children with severe mental disorders, (g) 'Nipping it in the Bud', (h) 'Building Inclusive Classrooms', (i) role related workshop type forums, (j) demonstration on the use of equipment like setting up a data projector or using the photocopier, (k) the use of I-procurement, and (l) the use of PowerPoint.

Informal learning included (a) induction, (b) mentoring, (c) networking, (d) attending meetings, (e) internet searches, (f) work shadowing, (g) reading, and (h) online learning. Incidental learning occurred as a result of individuals doing their job, working and talking with colleagues.

Accessibility of Learning Opportunities

In this section, the range of training and development opportunities accessed by participants, either independently or through their employment, is described. Questionnaire results showed the following percentages of staff accessed formal education (26%), non-formal programs (87%), informal learning (86%), and incidental learning (92%).

Formal education was more likely to be a liberal education at university (66%) and 90% of participants who engaged in formal education freely chose to participate. Although up to 65% of participants personally funded their formal education, satisfaction was limited; due to financial costs, personal time spent studying, and lack of recognition and remuneration only 50% of participants were satisfied fully or to a major extent. On the other hand, participants were pleased when participation was as a result of personal choice; they felt a sense of achievement and recognised the importance of education.

The most frequent forms of non-formal programs were (a) workshops or seminars (21%), (b) conferences (20%), and (c) one day courses (18%). Most participants freely chose to participate (74%) and usually did not have to pay for it themselves. Moreover, participants were satisfied when (a) the employer was supportive and covered costs, (b) they chose to participate, and (c) their efforts were rewarded. They were dissatisfied when budgetary constraints prohibited participation.

Informal learning most frequently included (a) networking (18%), (b) professional reading (16%), and (c) team based learning (14%). Most participants (82%) freely chose to participate and in most cases there was no cost to individuals. Although it was disappointing if time was wasted or needs were not met, most participants found training and development to be relevant, practical, and an effective use of time, especially if it occurred as a result of their own personal choice and they had responsibility for their own learning. Incidental learning occurred through (a) talking to colleagues (23%), (b) doing the job (22%), and (c) working with others (21%); usually, there was no financial cost involved. Incidental learning occurred naturally, and involved reflection and collaboration. It was interesting, relevant, and increased knowledge, skills and understandings.

Perspectives of Management

Team managers determined the needs of their team and budgeted to meet the identified needs. Thus, managers covered the costs of training and development; however, they expected staff to cover the minor costs of travelling to the training and development locations; "*I ensure that there is enough money for training because*

school psychologists need to value add … it has been very rare where we have not agreed ... It has to be linked to their performance management" (A11).

For senior managers it wasn't always a case of them learning by doing training and development. They relied on the expertise of others; "*by using my networks, by using people who have developed an expertise in that area because I have to have knowledge and skills across so many areas so that I cannot be an expert in every area*" (A11).

Sometimes managers had excessive workloads which hindered their access to training and development; "I wasn't able to attend because of crises here and that happens all the time unfortunately. You can't go and learn about crisis management because you are already involved in it" (A7). Additionally, lack of provision hindered others "[there was] a Complaints Management PD which I did go to earlier this year but that was something we had been asking for two years so they finally did it" (A7). Typically there was induction of middle managers into their diverse roles, particularly in relation to managing budgets and staff performance;

> *I've never had to manage budgets before … There is no professional development. I have tried to find professional development … but there is none available … So that has been really less that adequate and in fact has caused me significant distress … I have not been in a management position since 1994 and that was just at the time that performance management was starting to roll out so I really have had little or no experience in delivering performance management* (A6).

Perspectives of Non-management

Training and development were accessed differently by staff depending on their roles. School psychologists could access professional development outside of their contact time with schools; other staff scheduled their appointments so they could access it. Some participants had not received any training and development; some people did not need it but others could not access it even though they wanted it.

Individuals in Case 2 engaged extensively in informal learning. Staff had access to support networks, mentoring, and online learning; additionally, formal networks were established centrally to promote learning; "*all districts … once a term, three times a year. They usually have a two day conference … if there is anything additional come up we will get dragged in for a half day, full day or whatever*" (A15). Forums were established to facilitate change;

> *You tend to have one forum where they suggest this is what we might be going to do, and you get to give feedback. Then 3 to 6 months later we'll have another forum and it's like this is the outcome of what we discussed 6 months ago and this is how we are going to implement it and you are involved in the process a lot more* (A19).

Induction occurred through informal networks and mentoring; *"I don't underestimate networking*" (A9) and "*you can pick up a lot of things just from people that have been in the job for longer"* (A16). Moreover, mentors helped new staff to establish networks and become familiar with their roles; *"shadowing them … meeting the networks they already had, after a while I started making my own networks … you'd Google stuff or you'd have a look at a website … or just ringing up random people"* (A19). Additionally, participants learned online; "*we've got a VET info website and they've got a lot of professional learning that you can tap into there if you so wish to*" (A9).

Motivational Factors Influencing Application of Learning in the Workplace

In this section, the factors are investigated that influence individuals to (a) participate in training and development and (b) transfer their learning into workplace practice. According to questionnaire results, participants were motivated most frequently to participate in formal education because of their interest in the topic; relevance to current roles was the most frequently identified motivating factor for participation in other forms of learning. Furthermore, 92% of participants reported they could apply their learning in the workplace. Participants noted that application of learning was enhanced by their (a) prior knowledge and experience, (b) creativity, (c) autonomy to direct their own learning, and (d) freedom to experiment with different methods of implementation. Additionally, they noted that regular team meetings and

performance management processes, also, enhanced application of learning in the workplace. Participants described the workplace as supportive. Managers provided time for people to experiment with new ideas and implement change; they fostered collaboration and networking, recognised expertise, and funded professional development. Participants preferred training and development that was (a) relevant, (b) based on needs, skills, and research, (c) flexibly delivered, (d) incorporated action learning, and (e) provided opportunity for application in the workplace. Some participants had no difficulty applying their learning in the workplace; others were hindered by (a) bureaucracy, (b) government policy, (c) reactive cultures, (d) resistance to change, (e) limited support for professional development, (f) lack of leadership, (g) low morale, (h) excessive workloads, (i) financial and time constraints, (j) technological problems, (k) relevance, approach and choice of training, and (l) lack of opportunity for implementation.

Perspectives of Management

The 'Plan for Government Schools 2004-2007' "set out strategies for ensuring that all students in the public school system achieved the highest possible standards of learning" (DET, 2004; O'Neill, 2007b, p.1) and was the main motivating factor behind the system priorities of implementing the 'Curriculum Framework': (a) raising standards in literacy, numeracy and science; (b) student wellbeing and health; (c) professional standards and conduct; and (d) building capacity in assessment, moderation, and reporting. In the 'Classroom First Strategy' the Director General identified the goal of the agency was to have successful students, effective teachers, and good schools (O'Neill, 2007a). Hence, managers used the documents for strategic planning and encouraged staff to work towards achieving these goals. Additionally, district office personnel were encouraged to respond to the needs identified in the district profile and research reports. Thus, research participants were professionally motivated to establish programs which (a) improved attendance and performance, (b) raised awareness of policies, and (c) complied with legal requirements.

Perspectives of Non-management

When participants were asked what motivated them to apply their learning, the two most frequent responses were the 'desire to help others' and 'because the situation demanded it': These responses were consistent with 'Focus 2007' (O'Neill, 2007b). In the following paragraphs, the researcher has selected three quotations from participants that illustrate their underlying motivations for performing their roles. The role of district office personnel was to build capacity in schools to achieve the highest standards of learning for all students. Therefore, improving the attendance, retention, and performance of Aboriginal children was a system priority;

> *We've been focusing on informing [Aboriginal and Islander Education Officers] that part of their role is to conduct liaison visits not just for negative reasons but for positive reasons … getting the parents more connected to the school and that has a flow on effect in many other areas for retention and attendance and participation* (A2).

An implication of raising the school leaving age was that students who were alienated from schooling were legally required to engage with education, training, or work. Hence, the role of participation officers was to build bridges between students who were disengaged and various agencies;

> *What I have done is to engage with those clients that are referred to me … to try and assess what their barriers are, their at risk factors – why they are not at school and why they have not got a job or whatever it is that stops them from doing what they want to do or being all they can be and then helping to break those down and give them some options* (A19).

Finally, a school psychologist explained why he was passionate about compliance with, and dissemination of, the child protection policy; "*it wasn't necessarily because it was a central priority because I've got those staring at me all the time. It's just recently being out there to know what is missing*" (A4).

Effectiveness of Training and Development

Even though training and development was provided, accessed, and applied in the work situation, did it achieve its goals? Were the goals it achieved aligned with individual and organisational learning needs? In this section, the effectiveness of training and development and existing evaluation processes are investigated and described.

According to questionnaire responses participants' 'personal' learning needs were met fully, or to a major extent through (a) formal education in 30% of cases, (b) non-formal programs in 46% of cases, (c) informal learning in 45% of cases, and (d) incidental learning in 29% of cases. Participants noted that training and development was effective: if it was (a) applicable to the workplace and (b) based on participants' needs and interests. Additionally, individuals wanted to choose to participate and to increase their knowledge, skills, understandings, and confidence as a result of participation. Participants noted that informal learning could sometimes be enhanced by following it up with formal learning. However, training and development was less effective if funding, time, and opportunity to participate were limited.

According to participants' questionnaire responses 'organisational' learning needs were met fully or to a major extent through (a) formal education in 25% of cases, (b) non-formal programs in 35% of cases, (c) informal learning in 43% of cases, and (d) incidental learning in 29% of cases. Participants noted the importance of its usefulness, relevance, and relatedness; all of which contributed to 'organisational' learning. For example, useful learning increased participants' knowledge, skills and understanding, and improved performance and morale; it built leadership capacity and benefited clients. Relevant learning kept employees up-to-date, met needs, and could be applied in the workplace. Related learning was aligned to organisational change and employees' roles: The need for change had to be meaningful and clearly articulated to staff and understood by them. Conversely, training and development was ineffective if it did not meet needs, was not aligned to organisational change or was irrelevant to the work context.

Perspectives of Management

Although managers recognised the importance of evaluation they did not integrate it, consistently, into training and development programs;

> *Every program should have to build in an evaluation up front, not at the end of a program. There are two ways of doing that evaluation. There's a one off. You evaluate it then and there but if it is a long term training program then you get in consultants to do that evaluation … sometimes they don't. They just evaluate at the last minute and send out last minute things … It has not been typical to build in an evaluation … that is what we absolutely have to do* (A13).

Consequently, the extent to which managers evaluated the effectiveness of the child protection training was questionable. Moreover, when training like this occurred and awareness levels were raised, the rate of detection often increased. Accordingly, managers noted how many staff completed the child protection training and recorded individuals' attendance electronically on the central system; so, compliance was the focus of evaluation and, consequently, most staff had been trained. The attendance strategy was monitored; schools volunteered to participate in an 'attendance audit' each semester. Although managers expected some improvement, it was not as much as was anticipated because some schools had not participated in previous audits.

Additionally, managers evaluated the professional development offered to teachers and school leaders. The 'Educational Leadership Team' comprised of directors, managers and principals (a) provided an accountability mechanism, (b) evaluated the outcomes of training and development, (c) reviewed plans, and (d) formed collaborative working parties to enhance implementation. Program participants provided formal feedback "*that* [was] *then evaluated individually against workshop objectives and holistically through the planning that* [the Manager Education Services] [ran] *with the team*." Thus, the 'Associate Reviewer Program' was effective because;

> *There was a strong theoretical and research base to the professional learning. A further strength was that there was opportunity to engage in discussion with colleagues. A third strength was that we actually*

> *did something with it. We implemented some strategies and as three directors in the district we talked about that and so that was an important part of the learning … we had feedback from school principals about the processes and so we gained some insight into whether the changes we were implementing were effective or not and the feedback was very positive* (A14).

Apparently, managers evaluated training and development programs provided for clients; however, they did not evaluate programs provided for staff;

> *The training and development for each team … I don't know that we do monitor the effectiveness of it at a team level … I can't think of an instance where we have monitored it at a team level … I'm not sure that we do monitor it at an individual staff level, in fact I am pretty sure we don't* (A1).

Consequently, middle managers did not always receive the training and development they required; "there wasn't an induction process. I never even got a tour of the office so I found things by accident … no time to do any of that stuff so it has just been this treadmill" (A6). The issue concerning insufficient induction for middle managers into their roles was raised previously (see p.140).

Perspectives of Non-management

Even though, individuals' training and development was not evaluated and participants did not comment on evaluation processes, they did comment on the strengths and weaknesses of their training and development; furthermore, they suggested ideas for its improvement. Therefore, in the following paragraphs, the perspectives of non-managers are presented as a SWOT analysis of training and development.

Participants noted that the training and development they had experienced had the following strengths; (a) a supportive environment where staff could select and participate in training and development, (b) it was based on need and research, (c) it was relevant, practical and enjoyable, and (d) there was access to expertise,

discussion and networking; "*anything that was given to us was based on research*" (A20) and "*there is plenty of PD and there is plenty of opportunity to do it*" (A19) and "*time available, the expertise … available*" (A16) and *"each district* [finance officer] *feels a bit isolated … so when we go there we talk to other people and in a lot of cases you learn more from their experience and what they've done"* (A15).

Although few people had the opportunity to attend the 'Primary Science' professional development, the participant who attended thought it was effective because it provided relevant, practical information in an active and fun way;

> *Lots of hands on stuff … action happening and not just sitting … I like a lot of humour … we came home with a nice bag, name tag and you know all the fancy stuff and we actually got draft samples of some of the books for free…. got something to show for what you went away for, so you can share them with your work colleagues* (A2).

For a minority of participants, the weakness was that they had not received any training and development; "*there isn't any training*" (A17). Others could find no fault with it; "*honestly can't think of any weaknesses*" (A5). Some participants experienced difficulties when training and development was poorly organised or not tailored to meet their needs; "*they tend to come up with a one-size-fits-all which I suppose is most inefficient … a waste of time*" (A15) and "*they are all over the place everyone has the same problem with it*" (A16). Although staff in the newly formed roles of participation coordinators (PC) attended professional development (PD), it did not meet their needs because;

> *The PD is not tailored to PCs. There is a lot of stuff out there for teachers because there's thousands of them in the state but there are less than 100 PCs … PD that we get is tailored towards teachers or youth workers or DCP workers or whatever and because we are a specific and unique role it is not tailored for us* (A19).

Some participants noted that processes were in place to facilitate a continual cycle of improvement; even so, training and development could have been improved by including a time of collaboration and reflection for participants to develop shared understandings and a unified approach to implementation; "*it would have been good*

if we had the initial presentation … gone through it ourselves and worked out how we were going to present it over the next number of weeks and organised it and rostered it" (A4). Furthermore, participants suggested (a) increased use of online learning, (b) greater indigenous participation, (c) more inter-agency involvement, (d) advertising training and development, (e) less use of jargon, and (f) more opportunities for work shadowing; "*people from other agencies to give their perspective… rather than us saying this is what they do, have someone from that agency* [to say] *what the referral processes are … why they respond to certain things and not* [others]*"* (A4).

The outcomes of training and development were threatened if participants had difficulty implementing it in the workplace or if employers did not recognise participants' achievements; "*I had to then try and implement that without the ongoing support and that is really necessary*" (A8) and "*I got upset at one point because I didn't feel it was recognised particularly when the department paid a scholarship. It didn't get recognised as being professional development*" (A17). Also, the effectiveness of training and development was threatened if participants could not participate in it because (a) of their workload, (b) they did not know it was available, or (c) it was cancelled; "*we have too much to learn in not enough time … a lot of the providers will cancel because numbers are low or things will clash – two meetings on the same day … so time is a big issue*" (A19) and "*quite often you are so busy just getting your work done you don't often just think oh I'd like to do this course and you don't even know its exists*" (A5). Additionally, the effectiveness of training and development was threatened if managers changed directions or gave inconsistent messages; "*they change their minds all the time … people say with authority to schools this is the way it is and then 2 weeks later it has been changed*" (A11) and "*I think with computers and the internet head office can change things too easily … I think you get an overload*" (A15). The effectiveness of training and development was further threatened because participants did not always provide honest, constructive feedback when they were asked to evaluate programs; their responses on evaluation forms were inconsistent with their experiences; "*when they fill out their little forms at the end of it … it is oh thank you yes – people are too scared*" (A16).

The Relationship between Training and Development and Organisational Change

In this section, the researcher has explored whether there was an intended or a perceived link between employees' training and development and the organisation's change agenda. Previously, the researcher described the types of training and development that were provided by management and accessed by staff and the organisational change agenda. It was necessary to consider these factors and how they were experienced by staff in order to establish if there was a relationship between them. Participants' questionnaire responses indicated there was an intended link and a perceived link between these factors; 62% of all participants had a moderate, considerable or full awareness of organisational change and 51% of the total recognised a relationship between their training and development and organisational change initiatives.

Perspectives of Management

Managers planned for changes in response to government policy and agency goals: the associated three key documents were the 'Plan for Government Schools 2004-2007', 'Classroom First Strategy' and 'Focus 2007' (DET, 2004; O'Neill 2007a, b). Although, in subsequent change initiatives and professional development, managers from different areas within the agency focused on the safety and education of students their priorities differed. For example staff in 'Student Services' focused on child protection and the attendance strategy. Senior managers ensured district office personnel were aware of the expectations outlined in the key documents by facilitating a whole of staff meeting at the beginning of each year. The goal of the meeting was to make the links between professional development and the change agenda explicit; in some instances the change agenda was announced to the general public; "*the Minister declared that attendance in government schools wasn't good enough; we had to find ways to improve it and we had to set targets. Every school had to set a target to try and improve attendance*" (A1).

Subsequently, managers provided staff with training and development in response to agency priorities outlined in the key documents; for example, the learning and teaching of Science, the raising the school leaving age, and introduction of 'Courses

of Study'. Additionally, the district directors implemented a peer review process to enhance the quality assurance of schools and performance management of principals; "*PD [was] targeted precisely to the changes. It* [was] *direct objective implementation of the School Review Framework PD. The purpose of the PD* [was] *to up skill people on how to implement it so it* [was] *a direct relationship*" (A13). Thus, the professional development was well researched and strategically aligned to change initiatives; before developing the program, a senior manager investigated international systemic quality assurance processes and wrote an explanatory paper.

Participants affected by the Corruption and Crime Commission intervention and subsequent establishment of the 'Standards and Integrity Directorate' hadn't; "*seen a lot of advantages as yet … It takes a long time to set up something new*" (A7). Although training and development was not readily accessible in relation to this change, it did not hinder job performance as there were minimal changes to complaint management forms.

Perspectives of Non-management

The relationship between training and development and the initiative to improve attendance went beyond individuals' participation in one specific program. Even though individuals had not specifically participated in attendance strategy training they identified it as a significant change and commented on the work that others were doing on it. Their comments indicated that although the umbrella term was the attendance strategy there was more to it than that;

> *The reality is that it is never just attendance that is the issue. There are always other issues, family issues, mental health issues, problems with access to curriculum and so on. I don't think there is ever just a specific attendance problem and that is what makes it very hard to improve attendance because there are always underlying issues* (A4).

Considering this understanding of the attendance issue, it was evident that individuals had participated in a range of related programs aimed at improving the curriculum, identifying children with severe mental disorders, dealing with anxiety and depression, and mediation.

Even so, it was difficult to change attitudes and behaviour because, initially, individuals had to recognise and accept the need for change. For example, with the child protection policy and training program, some staff recognised that the policy had been revised and training was now mandatory for all staff; however, others believed the policy had existed for a long time and did not perceive the mandatory training to be a 'change'. Furthermore, it was difficult to change participants' attitudes or behaviour through training programs;

> *There will always be 80% of the people that say yes that is what we are going to do. Then there is going to be your hard core 10% who say I am not doing that … the issue with child protection is that you can present it … and certain people will follow the letter and other people will just say well that is not my role, why do I have to do that … there is always going to be that 10% of people who are very resistant* (A4).

There were stronger relationships between system priorities and the provision of training and development. For example, the learning and teaching of Science was a system priority so a Science officer attended a national conference then disseminated the information to others. Conversely, issues which were not system priorities, but still required improvement were less well addressed through training and development. One participant was frustrated because he could only access programs in relation to system priorities; "*I don't want to always look at the* [Curriculum] *Framework … you should have content people come in and give motivating talks*" (A16).

The district office 'Participation' team and the 'Vocational Education and Training (VET) Coordinator' supported teachers and school leaders in responding to effects of raising of the school leaving age. Consequently, they provided training and development to enhance the provision of appropriate curriculum and build teachers' capacity to engage adolescent students. Additionally, they provided collaborative, centrally organised forums; new staff had access to mentoring, work shadowing, and networking to learn the job and solve problems. Thus, training and development was related to the change agenda.

Summary of Key Findings

A summary of the key findings derived in the same manner as those in Case 1 is presented below, in Table 4.2.

Table 4.2 Summary of Key Findings from Case 2

Theme	Summarised Findings
Provision	• The employer provided a range of non-formal programs in relation to organisational change and employees' roles. • Informal learning opportunities were integrated into work practices and some non-formal programs, but were not identified by senior managers. • Formal education was accessed by individuals but not provided by the employer.
Access	• Team managers determined the training and development needs of their teams in relation to organisational goals and change agenda. • Performance management processes were used to provide individuals with access to training and development beyond what was provided for teams. • Access varied. Some staff independently accessed learning opportunities, but workload and lack of provision hindered others from accessing it. • Formal education was least accessed. There were many non-formal programs and staff frequently engaged in informal learning. • Staff could not always access role or employment related inductions. • Middle managers could not access training and development relating to management of staff or budgets.
Motivation	• Staff members were motivated to participate in training and development when it was relevant to their job or of personal interest. • They were motivated to apply their learning to help others and because situations demanded it.
Effectiveness	• The training and development in which individuals participated was not always recognised by the employer. • Participants perceived non-formal programs and informal learning were similarly effective in meeting their personal learning needs, but informal learning was more effective at meeting organisational learning needs. • Participants perceived formal education similar in effectiveness at meeting learning needs to incidental learning. • Evaluation often focused on training provided to clients. • Evaluation of teams' or individuals' professional learning was not done. • Inconsistencies such as cancellations, frequent change and misleading feedback were the greatest threats to training and development.
Relationship	• There was a direct link between organisational change agenda and team based training and development but it was not always clear to participants.

Implications of Findings

Alignment of training and development with organisational change issues, together with the provision of career development, was recognised as good practice (Burns, 2002; McMahon, Patton, & Tatham, 2003). In Case 2, even though managers provided training and development in response to organisational strategic planning

and the needs of the district, participants could not always identify the change agenda or its relationship with their own training and development. Managers recognised the need to extend training and development to encompass individuals' needs and facilitated it through performance management processes. Even so, the needs of some were not met either because of limited access to induction and role-related training and development or because of lack of recognition by the employer. Hence, there was a need for better communication and induction.

Most staff members were highly qualified and therefore did not need further formal education to fulfil their roles; however, some individuals independently accessed formal education for career development. Managers articulated their provision of non-formal programs to up-skill teams in relation to the change agenda, but they did not mention formal education or informal learning. Participants had access to informal learning because it was integrated into some non-formal programs and managers encouraged networking, discussion, and mentoring in the work environment. Thus, it appeared that participants accessed formal and informal learning opportunities, even though the provision of formal education and informal learning was not overtly stated. Hence, there was a need for managers to more clearly articulate the integration of informal learning within non-formal programs and make greater provision for employees' career development.

District office personnel provided support and advice to teachers and school leaders, often through the provision of training and development and subsequently evaluated the programs for teachers; even though, at times, the methods of data collection were ad hoc. Nevertheless, they did not evaluate the effectiveness of training and development for district office staff. Hence, there was a need to evaluate the effectiveness of staff training and development.

In conclusion, the employer provided training and development aligned to strategic plans and organisational change agenda. Even though high proportions of staff accessed it and were satisfied with it, the effectiveness of programs could not be determined because staff training and development was not evaluated. Consequently, there was need for some improvement to current approaches to training and development, as outlined below, in the recommendations.

Recommendations

In addition to current practice, the researcher recommended an increased focus on;

1. Evaluation of staff training and development and a more consistent approach to evaluating programs provided for 'clients';
2. Continued integration of informal learning techniques into non-formal programs, including opportunity for collaborative discussion after staff are trained and prior to the 'rollout phase';
3. Tailored programs to meet the specific needs of all individuals and groups, rather than just the majority; and
4. Career development.

Case 3: Findings

Summary of Context and Need for Change

The Case 3 agency was formed in 2003 as a result of the amalgamation of multiple government services: Currently it evidenced experience of a period of growth and change due to the overall aging of the population, skills and labour shortages, security risks, technology, and political directives. The agency differed from most other Government departments because it employed wages and salaried workers, and was an operational enterprise. The agency was managed under the 'Chief Executive Officer' (CEO) by an 'Executive Team' responsible for numerous directorates. Staff from the three directorates tasked with the introduction of the new rail link did not participate in this research. The four remaining directorates were less affected by the initiative and participated in this research (PTA, 2007).

The Provision of Training and Development

In this section, details about the scope of the provision of training and development in Case 3 are provided. According to questionnaire responses 85% of participants were provided with a range of training and development opportunities, and 82% of participants were satisfied with its provision. Typically, participants preferred that training and development (a) was paid for by the employer, (b) was relevant, (c) enhanced their careers, (d) provided them with feedback on their progress, and (e) increased their knowledge, skills, and understandings.

Perspectives of Management

In Case 3 training and professional development were handled separately. As a general rule, wages staff participated in training and salaried staff participated in professional development but this was not always the case. Even though the organisation was an RTO, trainers had limited capacity to conduct training;

> *They [were] all outsourced for transit officers because we just don't have the people to do that so we took out a contract with a provider. We [were] the lead organisation, RTO, they work[ed] to us under our quality assurance but they provide[d] all the trainers and the assessors. They do the training for customer service and radio*

> *procedures, first aid, safe working – they do that for drivers in the classroom … There are not a lot of internal trainers available [here] because of obviously resourcing and rostering, and workload* (C5).

Managers indicated a range of formal education opportunities were provided, such as, the 'Certificate III in Transport Distribution Rail Operations'. The following non-formal programs were also provided (a) customer service, (b) radio procedures, (c) first aid, (d) 'Safe working', (e) 'Equal Employment Opportunities', (f) computer training, (g) 'Advanced Leadership Development Program', and (h) induction. Informal learning opportunities were provided; such as mentoring, on the job training, and performance management.

Perspectives of Non-management

Individuals stated they had participated in a range of formal education, such as (a) 'Certificate II in Contracts'. (b) 'Certificate IV through Industrial Foundation for Accident Prevention', (c) 'Certificate IV' and 'Diploma in Frontline Management', (d) 'Advanced Diploma in Business Management', (e) 'Masters in Human Factors and Safety Management Systems', and (f) 'Masters of Transport'.

Individuals participated in non-formal programs such as conferences, workshops and seminars. They attended short courses on (a) 'Certified Public Accountant changes', (b) 'Human factors', (c) auditing, (d) tax, (e) 'Smartrider', (f) 'Alesco', (g) 'Excel', (h) 'PowerPoint', (i) 'Goods and Services Tax (GST) ', (j) records keeping, (k) 'Occupational Health and Safety', and (l) 'Business Objects'. Additionally, individuals participated in the 'Performance Development Process' (PDP), inductions, staff meetings, mentoring, networking, and online learning.

Accessibility of Learning Opportunities

In this section, the range of training and development opportunities accessed by participants is described. Questionnaire results showed the following percentages of staff accessed formal education (41%), non-formal programs (73%), informal learning (66%), and incidental learning (80%).

Formal education was available through training or professional development; 50% was competency-based training and 43% was liberal education at universities. Although the majority (81%) of participants freely chose to participate, some training was compulsory. The employer completely funded formal education for 48% of participants and assisted a further 19% with its costs. These arrangements satisfied a majority of staff members. Just over half of the participants were dissatisfied with the amount of time they spent on formal education which, on average, was 6 hours per week in their own time and 3 hours per week in work time. On the positive side, participants were pleased when they chose to participate in formal education and enjoyed it; they recognised its benefits and appreciated effective use of time. On the down side, working and studying was tiring, too much personal time was required and it was sometimes difficult to apply learning in the workplace.

The most frequent forms of non-formal programs were workshops (23%) and conferences (17%). The most frequent forms of informal learning were networking (14%), professional reading, mentoring, site visits, and peer observation (all 13%). The majority of staff (70%) freely chose to participate in both non-formal programs and informal learning. Participants learned incidentally through (a) doing the job (26%), (b) working with others (23%), and (c) talking to others (23%): There was usually no cost to participants. The characteristics of training and development which participants identified as important were (a) their personal choice in selection and participation in training and development, (b) achievement of personal goals, (c) a sense that the employer valued and was committed to their learning, (d) relevance, (e) their increased knowledge, skills, and understandings, and (f) time during work hours for participation in training and development. Although participants disliked wasting time in an already busy work schedule they valued opportunities for teams to learn together and use what they learned in the workplace.

Perspectives of Management

Access to training and development was managed through the 'Performance Development Process' (PDP) and each manager had a budget for training. Employees were not expected to pay and it was most likely that work-related requests would be accepted. There was also a generous study assistance scheme. In

some instances training was mandatory; "*if you are an employee and it is linked to employment, so if you are a driver or a transit officer you are automatically enrolled into that course*" (C5). Training and professional development usually occurred within work time; "*if it is a formal training course it would be rare, if managers approved it budgetary wise that it would occur outside of work hours*" (C6).

Senior managers expected to be self-determining in their choices about participation in professional development; "I shouldn't be given it … That's my job to determine what I need … I've gained a huge amount of knowledge by reading … if I need to do a course I'll do it" (C22). Even so, there was no training or professional development for people taking on a management role for the first time;

> *I think we probably could do with some more to make that shift from reporting to a supervisor to actually supervising a staff member, just a bit of training to help you step out of one role and in to that next level, that middle management role, just that understanding of what is expected of you – you tend to operate daily as a worker and then all of a sudden you've got staff to manage and to me it is a big jump* (C23).

Perspectives of Non-management

Some participants had not been given any training or development either because it was unnecessary or there was none available. Consequently, some participants self-directed their learning; "*I did research on the net and I went back to my books, my previous assignments and I spoke to my unit tutors. I spoke to outside agencies like private enterprise that are very good in this area*" (C18). Alternatively, employees could choose to participate in training and development or line managers could nominate them. Thus, self-direction and personal choice were important to participants; *"the options were open to me to nominate for that course so I nominated for that"* (C23) and *"we were asked if we wanted to upgrade to the next level … no compulsion … I just saw it as a way of making me better at my job and giving me some new skills"* (C29). Additionally, the employer provided financial assistance to help employees with the cost of formal education; however, it was

easier for some people to access it than it was for others. For example, a graduate had difficulty accessing the 'CEO Scholarship';

> *I applied for the CEO scholarship and that was a big farce … My manager signed it off … He wasn't really interested but he signed off on it and it went through to the CEO … I didn't get that and then the CEO told me to look at study leave or study assistance … so I put that in and I gave it to my manager and it sat there for about 2 or 3 months … What's the point in having all these sorts of things if there are so many barriers* (C13).

By contrast, a long term employee had no trouble gaining access to study assistance;

> *They've given me all the financial support that I could possibly want … I need[ed] to go [to another state] once or twice a year … they've given us time and flown us over there … you could not complain or have any issues with the amount of financial support … I do the majority of it in my own time probably 90% … I am prepared to do that because of all the financial assistance that the department is paying for and it is a give and take* (C2).

Motivational Factors Influencing Application of Learning in the Workplace

In this section, factors are investigated that influence individuals to (a) participate in training and development and (b) transfer their learning into workplace practice. According to questionnaire results participants most frequently were motivated to participate in all forms of learning because of its relevance to their current jobs. The second highest motivating factor for participating in formal education was personal career goal, and for other forms of learning the impetus was interest in the topic. Additionally, 81% of participants reported they could apply their learning in the workplace. Participants claimed the ability to transfer learning was enhanced by personal factors such as (a) awareness of change agenda, (b) prior learning, and (c) the desire and capacity for self-directed learning. Additionally, they noted that supportive flexible work environments that fostered communities of practice and continuous improvement enhanced transfer of learning. Moreover, participants noted that effective communication and management strategies were essential, especially if

managers were initiating changes. Furthermore, participants said they needed time to engage in training and development and opportunities to transfer learning into work practices. They recommended that training and development programs should be relevant, practical, aligned to the change agenda and increase participants' knowledge, skills, understandings, and qualifications. Alternatively, participants recognised that transfer of learning could be undermined by (a) silo management styles, (b) government policy, (c) resistance to change, (d) excessive workloads, (e) infrastructure, financial, and time constraints, (f) limited career opportunities, and (g) lack of follow-up.

Perspectives of Management

Using the agency website, the researcher noted that managers valued continuous improvement and identified 'people' as a target for improvement. In the 'Corporate Plan 2007-2011' managers set the agency goal of achieving a *"working environment that enables individuals and the organisation to grow, learn and achieve"* (PTA, 2007). In order to cultivate such a work environment designated staff mapped training packages of job descriptions against competencies, so that employees could progress along a career path. The training manager recommended the provision of effectively tailored and monitored in-house training; *"we need to have more access to staff to train to be internal trainers and assessors, we're relying too much on external providers … we need to focus on having a properly staffed and resourced training and development section"* (C5).

Line managers used the 'Performance Development Process' to determine training and development needs, manage, and retain staff;

> *I've got a very low boredom threshold … as part of my PDP [my boss said] if I don't keep you interested you'll leave me …I love learning. I am sick of study … I've got a boss who understands that … He throws me things on a regular basis as a challenge to make sure that interest continues* (C22).

Some managers exhibited a passion for excellence and helping others; "I live for today. I plan for tomorrow but I might not be here so I make sure today is my good

day and that is how I run my business" (C27). Some managers demonstrated an enthusiasm for service and the energy to get things done as fast as possible;

> *I was up there for two and a half days and in that time I had the contractor signed up I had the shire putting all the bus posts in, the schools were all notified and got it out in newsletters. We got advertising on the buses and in the local paper, spoke to the local member up there and it was all done in that period of time … We don't work for yesterday we work for tomorrow* (C27).

Similarly, the manager was concerned for public safety and incidents of crime during 'Leavers Week', so he investigated the possibility of establishing a regional bus service. Subsequently, a bus service was successfully trialled and has become a regular service for the event;

> *There was a 17½% increase in students that year … all the shire complaints, graffiti, damage was the lowest it has ever been recorded. All the police had the lowest recordings of move-on notices; drink driving, assaults, street drinking than they've ever recorded. The hospital had the least amount of incidents* [as did] *the drug and alcohol centre* (C27).

Perspectives of Non-management

Internal and external factors increased the need to recruit and retain employees; for example, the new rail project created a need for more staff, and the resources boom encouraged people to move away from traditional workplaces to earn high incomes working on the mines. Both factors increased the volatility of recruitment and retention of staff, and impacted on employees in the department of 'People and Development'; "*what motivated us to act that way was need ... We had to get things right and because of the issues we had with attraction and retention of staff we really only had one opportunity to get things right*" (C16). Prior experience in the field of recruitment and retention of staff in other government agencies motivated one employee to improve current practice in this agency; " [the CEO] *was vulnerable from a compliance point of view … he could be embarrassed by the lack of process*

being followed. My motivation was to make my job easier and to provide protection to the CEO" (C12).

It was evident that employees enjoyed and were highly motivated to provide a quality customer service; "striving for customer service excellence as well because it is really nice to be able to help kids get on to school buses and get to school" (C16). Another employee put in long hours and was willing to take on further study, even though he was already fully extended, because he was passionate about public transport and respected his employer;

> *I am a public transport nut … it is just because I care about it … I've got so much on my plate and I haven't had that break that I thought I was going to have. I am going to do it but once again it is going to be out of respect* (C30).

Effectiveness of Training and Development

Even though training and development was provided, accessed and applied in the work situation did it achieve its goals? Were the goals it achieved aligned with individual and organisational learning needs? In this section, the effectiveness of training and development and existing evaluation processes are investigated and described.

According to questionnaire responses participants' 'personal' learning needs were met fully or to a major extent through (a) formal education in 26% of cases, (b) non-formal programs in 30% of cases, (c) informal learning in 30% of cases, and (d) incidental learning in 40% of cases. Participants noted that training and development was effective if it (a) was relevant and practical, (b) increased their knowledge, skills, and understanding, (c) provided them with feedback about their performance, and (d) was aligned with the organisational change agenda. On the other hand, it was not effective if it was pitched at the wrong level or there were negative reactions to change. Moreover, participants noted that training and development programs aligned to organisational change agenda could not meet personal learning needs unless individuals' career goals aligned with organisational needs.

According to participants' questionnaire responses 'organisational' learning needs were met, fully or to a major extent through (a) formal education in 10% of cases, (b) non-formal programs in 20% of cases, (c) informal learning in 21% of cases, and (d) incidental learning in 30% of cases. Participants noted that training and development was effective if it (a) was explicitly aligned to change agenda; (b) increased their knowledge, skills, and understandings; and (c) improved performance. Alternatively, it was not effective if (a) employees were unaware of the employer's change agenda, (b) it was unrelated to participants' roles, (c) opportunities for participation were limited, (d) it could not be applied in the work context, (e) it was theoretical rather than practical, and (f) it was related to personal rather than organisational needs.

Perspectives of Management

Managers used numerous processes to plan and evaluate training and development; "we have a 'Training Plan', in which divisions should be putting in their training needs based on their business planning, which then links to the 'Corporate Plan'. There is a 'Workforce Capability Plan' that leads into succession planning" (C5). Prior to engaging in training and development staff completed a request form; when they completed the program they provided feedback using the same form. Furthermore, trainers randomly selected course participants to complete course evaluations which trainers, subsequently, compiled and reported on at regular divisional committee meetings. Further to this, trainers reviewed training materials, at moderation meetings, to ensure their operational currency. Additionally, managers used the 'Performance Development Process' (PDP) to link organisational needs with training and development. However, there were flaws with the PDP process. For example, participants noted that it did not facilitate promotion, recognition, and career development as much as did processes used in the private sector.

> *I came from a corporate background … you were rewarded obviously financially if you met your targets and your objectives … there was a career progression that you can only get in corporate. … the only career path [in government] is that if someone above you leaves then you can apply for their job - so can half the organisation. It is not like you are groomed for that position* (C14).

If line managers did not know their staff well employees could miss out on training opportunities. If there was a problem with interpersonal relationships then the PDP process could be jeopardised; *"Sometimes you almost need a third party because you've got a certain working relationship with your boss … PDP – I know it is meant to discuss things like training but I can imagine for some people it would be difficult"* (C14). In spite of all the processes managers used, they did not always tailor training and development to the needs of participants; *"you had to give examples of how to interview and how to talk … at senior management level I didn't think we needed that, maybe they could have tailored it to the audience"* (C28).

Perspectives of Non-management

Although participants did not directly comment on evaluation processes, they did comment on the strengths and weaknesses of their training and development and suggested ideas for its improvement. Therefore, in the following paragraphs, the perspectives of non-managers are presented as a SWOT analysis of training and development.

Participants noted that it was a strength that managers valued learning and provided a wide range of learning opportunities, which were available either face-to-face or online, during work time, and with costs covered by the employer; "*I think over the last couple of years there has been more recognition of the need for training and it is becoming more available … We are recognising the need and applying it*" (C23) and "*I have never felt that I have been asked to do anything that hasn't either had training available or was voluntary*" (C30). There was also a graduate program; "*we were given a safety induction and how the business worked … with the graduate program you get a mentor … we did go on some training courses*" (C20).

The second strength participants noted was that people could learn from the experiences of others; "people are prepared to share knowledge … My supervisor has been here for 30 years … he's given me a great deal of training … on the job which is so much easier and quicker than going to courses" (C11) and, alternatively, "the course is very formal but each of the modules you do they use and draw on

people's real experiences to get the message across" (C17). Employees also learned from others' experiences when they networked at external seminars;

> *The greatest strength I believe is the networking. I network with a lot of people outside of government agencies in the mining industry and different areas and find out how they do contracts … I find out what the contractor thinks of contracts so it has given me greater skills plus it's kept me abreast of any legal changes* (C7).

Even though some participants could not identify any weaknesses with training and development, others claimed that the weakness was that there was no training and development available; "*because they haven't done a role analysis … They need to identify what the role is there to achieve, and they need to identify how they can assist with any ongoing training requirements*" (C18). Frequently, participants reported that the use of time was a weakness; "*there was quite a bit of work to do and a lot of people found it difficult to allocate that time*" (C29) and "*all they have to do is have access to the system, make half an hour or an hour of time so I can show them how to run it but they can't make that time*" (C9).

In the registered training organisation, even though trainers could provide staff with training and development, typically, it was outsourced and not tailored specifically to employees' needs. The majority of participants' ideas for improvement focused on the need for targeted, tailored in-house training; "*specifically for a safety management plan, for someone to sit down and say this is a good one for these reasons … a three day course would be adequate but a different type of three day course*" (C19) and "*just run in-house training bringing in law firms or other people and tailor our course to our actual needs more than trying to buy something off-the-shelf … a lot of times it just doesn't suit everyone*" (C7). Participants anticipated that tailored courses could speed up the learning process;

> *It's not about accounting and tax it's about basic things about using your system. You've got to ask everybody that's working in the division, how do you do this then eventually the picture forms for you and then you start to understand again but you've lost two to three weeks doing it that way, whereas a one day course focused on all their systems will help you a great deal* (C8).

Furthermore, participants noted managers could improve training and development by asking people what their needs were and following-up on existing in-house programs. For example, the 'Graduate Program' could be enhanced by the inclusion of planning days to increase participants' overall understanding of the organisation and recognise their potential for contribution; "*you don't know anything about what is happening. You feel like you are just a cog in the wheel and you don't actually understand the drivers behind it*" (C13). The 'Leadership Program' could be improved with additional follow-up in the form of monthly network meetings; "*good program but they haven't maintained it … going to induct another load … you haven't even dealt with the first load you've done. It is a one off event rather than a continual process*" (C14). The mentoring program was part of the 'Leadership Program' and began with 6 hours of training which was not sensitive to the prior knowledge, experience, and needs of participants. Consequently, some mentors did not attend;

> *My immediate manager is humongously busy and I know he didn't go. If that was my mentor I probably would have been a little bit well why isn't my mentor going? I was really grateful, I got to sit next to him and I felt like wow this is cool but if he wasn't there I probably would have been thinking is he really committed to this or not* (C30).

Threats were apparent because people were stressed, working overtime, and having difficulty with time management. One participant, who had engaged in formal education in response to a request from senior management, had been just recalled from leave to respond to issues related to the change agenda;

> *I enjoyed studying and learning but I hated the fact that I was getting home at 9:30 at night … I've got the Executive Director who is also my mentor and I've tried to make him aware of these issues but he really wants me to have a proper go at it and deep down inside I know that it would be good for me… I don't have a computer at home … I would get home at 9pm and I would be back in at work 5:30-6am to do it before I started work the next morning* (C30).

Another participant had been working overtime for the previous 3 months and had not had a holiday in the last year; *"it has been a bit stressful in a way but I was really glad that I had the opportunity to learn new skills"* (C11).

The Relationship between Training and Development and Organisational Change

In this section, the researcher has explored whether there were intended or perceived links between employees' training and development and the organisation's change agenda. Previously, the researcher described the types of training and development provided by management and accessed by staff (see pp. 155-159) and the organisational change agenda (see p.155). It was necessary to consider these factors and how they were experienced by staff in order to establish if there was a relationship between them. Participants' questionnaire responses indicated there was an intended and a perceived link between the factors; 63% of participants had a moderate, considerable or full awareness of organisational change and 56% of the total recognised the relationship between the changes and their training and development.

Perspectives of Management

The most significant change in Case 3 was the introduction of a new rail line; consequently, there were implications for change in other seemingly non-related areas. For example changes had occurred in bus services, recruitment, structure and infrastructure, technology, and training. The 'Performance Development Process' linked change and professional development; "*looking at what we need, what are going to be the skills shortages, so that process working properly is certainly going to bring about the relationship*" (C6).

Perspectives of Non-management

In this section, the links between the organisational change agenda and training and development are shown by the identification of the changes and participants' subsequent learning activities. Participants in this research were indirectly affected by the introduction of the new rail line; they identified changes related to roles, business systems, culture, structure, the new rail line, and technology. Participants

noted that managers addressed issues of change and learning through the 'Performance Development Process' and induction; "*you sit with your manager and they say these are the tasks you'll get, this is the training you'll get to match those if you don't have the skills or the knowledge*" (C13). New employees were routinely given a formal induction at the commencement of their employment;

> *I had a very good induction. The first day was the real important stuff so POD had us for a couple of hours going through payroll and what was expected of you in public service, then we had a safety … and then there were things like security, ID and the layout of the building and then probably 3 or 4 weeks after I started I was on a whole day corporate induction which went deeper into different things and also took us on a bit of a tour* (C17).

Role-related changes were addressed through formal education and non-formal programs. For example, the 'Leadership Program' was used to address staff movement and target employees who had potential to move into leadership roles;

> *We did a 360 degree feedback. … We did some coaching sessions to help us understand the feedback. … We developed with our managers, individual development programs which identified whether we needed to get specific acting roles … we've been doing a mentoring program and courses and study plans … there is actually a development of our skill sets and that is going to help us address those senior roles as they come up* (C16).

Technological and systems changes were addressed through non-formal programs such as seminars, workshops, short courses and informal learning; "*while he's programming I'm watching so that I can understand what he's doing so that I can maintain that afterwards*" (C9) and "*we have seminars … a few online sort of training … questionnaires about policies and learning about the policies online … Smartrider, … just working with groups of people and nutting things out rather than training*" (C20).

Even though some participants were not confronted with change, they still participated in training and development; typically, it was about keeping up-to-date

and maintaining a career path. An employee with 20 years experience routinely kept himself up-to-date with technical changes. Others with nothing new to learn in their roles kept themselves up-to-date by reading and enrolling in formal education courses. From an organisational point of view it was more than just keeping up-to-date, because these courses were directly linked to organisational change issues.

Summary of Key Findings

A summary of the key findings derived in the same manner as those in the previous case studies is presented below, in Table 4.3.

Table 4.3 Summary of Key Findings from Case 3

Theme	Summarised Findings
Provision	• The employer provided a range of formal education and non-formal programs related to organisational change agenda and employees' roles. • Informal learning opportunities were integrated into work practices and some non-formal programs. • The majority of training and development was provided by external providers.
Access	• The Performance Development Process was used to facilitate access to training and development. • Access varied. Some staff independently accessed learning opportunities, but workload and lack of provision hindered others from accessing it. • There was an extensive corporate induction process available for new staff, but there was limited access to role-related induction. • There were financial support systems in place to assist staff to access training and development. • Middle managers could not access training and development relating to management of staff.
Motivation	• Staff members were motivated to participate in training and development when it was relevant to their job, career goals or of personal interest. • They were motivated to apply their learning to provide a service to the community, colleagues and the organisation.
Effectiveness	• Participants perceived incidental learning to be the most effective form of learning for meeting personal and organisational needs. • Participants perceived formal education to be the least effective form of learning for meeting personal and organisational needs. • Evaluation processes were in place to evaluate the effectiveness of staff training and development. • Needs analysis for individuals or roles was not always conducted. • More tailored programs and follow-up of existing programs was required. • Workload made it difficult to engage with training and development.
Relationship	• There was a direct link between organisational change agenda and training and development but this was not always clear to participants.

Implications of Findings

The employer provided and financially supported a wide range of opportunities for learning that were linked to organisational needs and facilitated through the 'Performance Development Process'. The majority of these opportunities were provided through established packages offered by external agencies rather than tailored in-house training and development. In spite of the well established 'Performance Development Process' and induction for new staff, the needs of staff were not always identified – particularly when they took on new roles within the organisation. Participants requested tailored role-related training and development for middle management and professional roles. Roles such as those of transit officers already had extensive training programs associated with them, but roles which were likely to have smaller numbers of new incumbents at a given time were not catered for. Hence, there was a need for managers to determine organisational and individual learning needs and, subsequently, provide tailored role-related training and development.

According to the questionnaire responses, participants rated incidental learning which happened by chance as people went about their daily tasks as the most effective form of learning. Together with participants' interview responses, this indicated the significance of experiential learning; hence, there was a need for managers to integrate opportunities for staff to learn from each other as they worked. Second, it highlighted that a 'one-size-fits-all' approach was ineffective; hence, there was a need for managers to identify individual and organisational learning needs and, subsequently, provide tailored programs to meet the specific needs. Third, it highlighted gaps in the current approach; hence, there was a need for managers to 'close-the-loop' by providing feedback to participants, and follow-up participants and programs to ensure transfer of learning.

Even though the employer valued individual and organisational learning and had established mechanisms to facilitate access to and evaluation of programs, the effectiveness of training and development was limited. In order to improve current approaches to training and development managers could implement more targeted, tailored programs and integrate informal learning opportunities; together with

ongoing monitoring and support. Hence, managers would need to explore the use of alternative approaches to training and development.

Recommendations

In addition to the current good practice, the researcher recommended that managers:

1. Conduct needs analyses to determine individual and organisational learning needs, and as a result of this;
2. Develop and implement targeted tailored learning opportunities; and
3. Follow-up on the experiences of participants in relation to current programs and, subsequently, improve learning programs and opportunities.

Chapter Summary and Cross-Case Comparison

Employers in each case provided training and development in relation to organisational change agenda and employees' roles, using both in-house and external providers. Although each employer provided non-formal programs, only two of the employers provided formal education. Typically, managers did not specify informal learning as a component of training and development even though it was often integrated into non-formal programs.

Participants' access to training and development programs varied across the three cases. In Case 1, the volunteer organisation, there was limited capacity for human resource development and the CEO determined which employees gained access to particular programs. In Cases 2 and 3, the government agencies, line managers supervised employees' access to programs. In all cases staff accessed training and development provided by the employer and engaged in self-directed learning. Even so, there were still instances where participants' learning needs were not met. In Case 3, induction for new employees was extensive, but in Cases 1 and 2 it was ad hoc. Across all three cases role-related inductions were rare; middle managers, in particular, were unable to access training and development related to management of staff. In Case 3, the employer provided extensive financial assistance to enhance staff access to learning opportunities but, in Case 1, support for learning was difficult to access because of time, distance, and technology.

In all three cases individuals were motivated to participate in training and development when it related to their job, career goals, or personal interests. Each organisation provided a service to the public: Interestingly, participants reported they were motivated to apply their learning in order to provide a service to others and because situations demanded it. For example, employees used new computer programs to make bookings, manage accounts, and make presentations.

Participants reported that informal learning was more effective than formal learning. Even so, it was difficult to substantiate this claim because managers, typically, did not evaluate staff training and development. However, in Case 3 managers evaluated staff training and development because they relied heavily on outsourced programs and wanted to monitor the quality. Various factors threatened the effectiveness of training and development; for example, time, workload, and stress.

In all cases, even though there was a direct link between training and development and the organisational change agenda, it was not always clear to employees. Participants in Case 1, the volunteer organisation, had a greater awareness of the change agenda and its relationship to their training and development than did their counterparts in the government agencies. However, managers in Case 1 provided a narrower range of training and development than did the government managers.

Following the summary of key findings in each case, the implications of the findings were identified and, subsequently, recommendations were made for improvement (see Appendix L). In all cases, participants identified inadequacies with existing approaches to training and development; participants recommended needs assessment and the subsequent development of tailored programs. Moreover, the researcher recommended that managers overtly specify the integration of informal learning into training and development programs, follow-up on participants' progress to ensure transfer of learning, and incorporate evaluation procedures to determine the effectiveness of programs. Whilst none of these concepts was new, managers typically implemented them in an ad hoc manner, if at all. In Chapter 5, the overall research findings are further explored through a discussion of the key findings in relation to the literature identified in Chapter 2.

CHAPTER 5: DISCUSSION

Introduction

In the previous chapter, the results and findings from the three individual case studies were provided. Many of the findings from the three cases overlapped, so the findings from the three individual cases have been condensed to avoid repetition. The findings shown in Chapter 5 are the same common and unique findings of the three case studies. Consequently, the findings represented in this chapter are a continuation of the cross-case analysis which began at the end of the previous chapter; additionally a discussion of the findings in relation to the literature is included. The discussion is organised thematically, first in relation to the research questions and then according to the sub-themes that arose from the findings. The separate theme of 'context and the need for change' is discussed to provide background information. Thus, the findings are discussed in relation to the secondary and primary research questions through discussion of the five themes shown, below, in Figure 5.1.

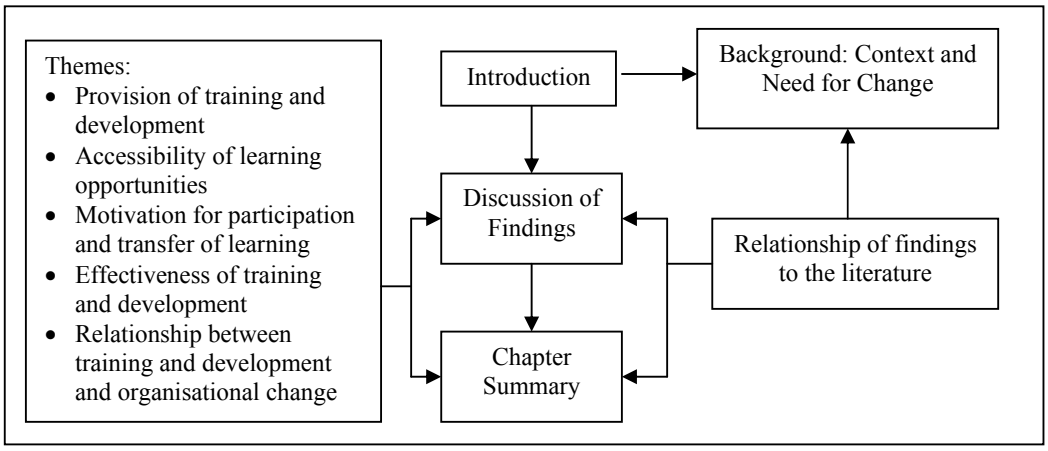

Figure 5.1 Overview of Chapter 5

Background: Context and Need for Change

Not surprisingly the three organisations differed demographically and provided different services. In all three cases, there was a focus on training and development, and change was experienced as a result of government policy and practice. In Case 1, a registered training organisation, participants had to comply with the 'National

Training Framework' and the 'Training Reform Agenda'. Consequently, trainers had to be certified. Results confirmed participation in such training; thus, they were consistent with the literature which described an increased focus on up-skilling the Australian workforce through competency-based training (Burns, 2002; Smith, 1998).

The changes and reforms in Case 2 occurred as a result of Acts of Parliament and other political interventions which impacted directly on participants. Changes in Case 2 were frequent and ongoing; they created a sense of instability. The rate of change experienced by participants in Case 2 was consistent with the 'white water rapids' change described by Robbins, Bergman, Stagg, and Coulter (2003). Furthermore it was consistent with the work of Fullan (2001b) who identified 'innovation overload' as a major problem associated with educational change; there were too many changes happening in schools.

Case 3 was also a registered training organisation but because it outsourced much of its training it did not need intensive up-skilling of trainers to comply with government regulations. However in keeping with the 'Training Reform Agenda', consistent with Smith (1998), trainers in Case 3 mapped competencies to job descriptions. Major changes in Case 3 occurred as a result of a capital works project which impacted indirectly on participants. Thus, in each of the cases, there was a need for change.

Discussion of Findings

After comparing the findings from each of the separate case studies the researcher developed a set of common and unique findings (see Appendix L). In Chapter 5, these common and unique findings are presented thematically and discussed in relation to the review of the literature. The majority of findings were consistent with the literature but some findings were contrary to it. The five major themes are linked to the research questions; within each thematic section the sub-themes are linked to the research findings.

The Provision of Training and Development

The theme of provision of training and development corresponded to Secondary Research Question 1 which asked;

What kind of programs, formal and informal, did the three participating organisations establish to meet their needs for organisational learning and change?

The five overall findings in relation to the provision of training and development are shown below, in Table 5.1; the findings are not ranked in order of importance. Although all findings are considered equally important, some provide evidence of recognised 'good practice' whilst others identify areas of leverage. From the researcher's point of view, in relation to this theme, Finding 3 about informal learning provides the greatest area of leverage; even so, further leverage could be gained through focusing on the remaining findings. In the following discussion, the findings are discussed in the order indicated in Table 5.1; thus, provision of training and development is discussed from the most formal through to the least formal type of learning and then in general terms.

Table 5.1 Findings in Relation to Provision of Training and Development

Sub-theme	Characteristics of Findings
1. Formal education	• Employers provided formal education. • Individuals independently sought access to formal education.
2. Non-formal programs	• Employers provided non-formal programs.
3. Informal learning	• Typically, managers did not overtly plan for the inclusion of informal learning in training and development programs or work practices. • Informal learning opportunities were sometimes integrated into work practices and some non-formal programs.
4. Providers	• Programs were provided by in-house and external providers.
5. General provision	• Training and development was provided at organisational, team and individual levels. • Employers financially supported training and development. • Employees could participate in programs during work time.

Formal Education

Employers in Cases 1 and 3 of this research provided formal education for their employees; thus, results were consistent with the literature which noted the importance of formal education in adult learning (Burns, 2002; Foley, 2004, Knowles, Holton III, & Swanson, 2005, Smith, 1998). Employers in the Cases 1 and 3 provided competency-based training and access to university courses to ensure

compliance with government regulations and build workforce capacity. Such provision was consistent with the two main approaches to formal education; competency-based 'Vocational Education and Training' and 'Higher Education' which typically followed a liberal tradition (Smith, 1998; Sork & Newman, 2004). In Case 2 a high proportion of participants had postgraduate degrees and the employer did not provide formal education. Traditionally, the pursuit of formal education was linked to the initial step in career development whereby individuals studied for a trade or a profession, graduated, and embarked on a career. The current identification of the notion of pre-service training followed by induction into a career was consistent with Houle's (1980) model of engagement with professional development. More recently, the need for ongoing learning was recognised; therefore, the finding that employers and employees were engaged in the provision of formal education was consistent with the research of Burns (2002) who recognised it was the joint responsibility of individuals and employers to ensure ongoing learning. Much of the literature identified competency-based training as the way to achieve the goal. The 'National Training Reform Agenda' "included the use of competency-based training as the basis for all accredited training in Australia" (DEST, 2005; Gonczi, 2004; Smith, 1998, p.39). The research findings were consistent with the literature to a certain extent; competency-based training was widespread in Case 1 but it did not play a significant role in Case 2 and in Case 3 both types of formal education were used.

Formal education provided qualifications necessary for compliance with government regulations and for career development. This research confirmed that attainment of qualifications was consistent with the 'National Training Reform Agenda' for skilling the workforce and increasing individual, organisational and national competitiveness (ANTA, 2004; DEST, 2005; Smith, 1998). The fact that employers provided career development opportunities also was consistent with Australian Government recommendations. The *Australian Blueprint for Career Development: Trial Version 2006* (DEST, 2005) and McMahon, Patton, and Tatham (2003) highlighted the need for employers and education providers to increase their emphasis on career development. However, these documents did not make provision for adults as self-directed learners. The *Blueprint* provided direction for schools, universities, employers and other providers of education but not for adults as self

directed learners. *Finding 1- Formal Education*, indicated that adults independently pursued formal education and was consistent with Knowles and his associates (2005) and Merriam, Caffarella, and Baumgartner (2007) and their characterisation of adults as self-directed learners.

The research results associated with this Finding indicated formal education and, consequently, career development were not always provided by employers. Therefore, the implication of this research in relation to Finding 1 was that managers would need to address the various learning needs of individuals and organisations through the provision formal education and career development. Therefore, for future approaches to training and development managers should consider individual and organisational needs in determining provision of appropriate relevant formal education opportunities.

Non-Formal Programs

In this research, provision of non-formal programs was found to be widespread. Employers in each case provided a wide range of non-formal programs on- and off-site which included short courses, workshops, and conferences. Participants did not receive a qualification on completion of non-formal programs even though they might have been given a 'Certificate of Participation/Attendance'; the Finding was consistent with Foley's (2004) definition of non-formal programs. The fact that non-formal programs were so often provided was consistent with the historical trend to develop the range of programs described in Chapter 2 (Boone, Safrit, & Jones, 2002; Caffarella, 2002; Cervero, 1988; Gagne, Briggs, & Wager, 1988; Houle, 1980; Marquardt & Engel, 1993; Nadler, 1982; Sork & Newman, 2004). Although the literature described differences between types of non-formal programs, participants in this research did not differentiate between different types of non-formal programs. The aim of this research was to determine whether employers provided, or employees participated in, formal education, non-formal programs, informal, or incidental learning and the relationship of these types of learning to organisational change agenda; rather than to investigate the sequence of steps adult education providers took in the delivery of their programs.

The implication of this research in relation to Finding 2 was that the provision of non-formal programs was well established both in literature and practice; therefore, it should continue. Even so, further research findings impacted on Finding 2 and provided advice about more effective provision of non-formal programs. Consequently, in future approaches to training and development a wide range of non-formal programs should be included to meet individual and organisational needs.

Informal Learning

Managers in the research cases rarely mentioned informal learning when they were asked to describe the types of training and development programs they provided for employees. Yet when participants were asked how they learned or if they had participated in informal learning the response was quite different. The majority of participants engaged in informal learning such as networking, mentoring, team meetings, discussions, and online learning. Such activities were consistent with Foley's (2004) definition of informal learning; that is, there was no formal instruction and learning occurred in situations where learners made a conscious effort to learn from their experiences through discussion and reflection. Informal learning was consistent with the more reflective-intuitive philosophy of adult learning which promoted discussion and reflection and was espoused by Lindeman (1926, in Knowles et al., 2005; Merriam et al., 2007; Smith, 1997, 2004; Sork & Newman, 2004).

The fact that informal learning was embedded in some non-formal programs was consistent with Caffarella's (2002) interactive model of program development in which she advocated the integration of 'transfer of learning techniques' such as coaching and group discussion. Caffarella (2002) was one of the *few* program developers who addressed the issue of 'transfer of learning' and integrated informal learning into non-formal programs. It was not surprising then that informal learning was only sometimes integrated into the non-formal programs represented in this research. The majority of program developers identified in the literature planned programs from a technical-rational perspective; that is, they relied on logic (Boone et al., 2002; Gagne et al., 1988; Nadler, 1982; Sork & Newman, 2004). Similarly, in this research managers used a logical approach, even though a more intuitive,

flexible approach could have resulted in the development of different programs. For example, even though Caffarella (2002) was aligned with the technical-rational perspective, her approach was more flexible than that of earlier programmers described by Boone and his associates (2002) and Sork & Newman (2004).

Therefore, the implications of this research in relation to Finding 3 were that:

1. Managers' mental models of training and development were different to employees' learning practices. So, managers would need to consider ways of adjusting their mental models of training and development to incorporate the diverse ways in which employees learned;
2. Informal learning could be used to enhance 'transfer of learning' but managers rarely articulated its use. So, managers would need to overtly plan to include informal learning strategies to enhance transfer of learning; and
3. Managers and human resource developers could integrate informal learning into training and development programs, but they would need to take a different approach to accomplish this.

Therefore, for future approaches to training and development, managers and human resource developers should;

1. Integrate informal learning into training and development programs and work practices; and
2. Utilise logical and reflective-intuitive thinking strategies to facilitate innovative flexible approaches to training and development.

Providers

Initially, the Finding that programs were provided by internal and external providers could appear to be obvious. However, the participating organisations were recognised training organisations and providers of education services that in some cases were authorised to provide accreditation. Therefore, the Finding should not be dismissed. The arrangement in Case 3 was consistent with the ideas of Burn's (2002, p.311) who advocated "a small in-house staff of suppliers of training, supplemented by outsourcing to deliver other programs". Moreover, findings from Case 3 were contrary to Burn's (2002) advice. The evidence from Case 3 showed there were

problems associated with 'outsourced programs' which were generic rather than tailored to specific individual and organisational needs. In Case 3 there was a strong desire to bring more training back in-house. The arrangement in Case 1, also a recognised training organisation, was different to the situation described by Burns (2002) because the 'Training Branch' provided training for staff and clients and was the financial arm of a volunteer organisation. Therefore, the organisation made 'reciprocal arrangements' with other training providers – that is 'I'll train your staff in this if you'll train my staff in that'. Although a 'training bartering system' had its advantages, it was not referred to in the literature. The arrangement in Case 2, a large organisation of highly skilled professional providers of education, was also contrary to the situation described by Burns (2002). Many programs were developed in-house and delivered internally to progress organisational strategic initiatives. Additionally, staff had the opportunity to participate in external programs. There were clearly differences between practice and what Burns (2002) identified as the ideal situation for the provision of training and development. Therefore, the researcher recommended further research regarding the practices related to and the effects of (a) in-house and external training providers and (b) the 'training bartering system' which existed in volunteer organisations.

The implications of this research in relation to Finding 4 were that:

1. Having a small group of in-house trainers supplemented by outsourcing to external providers may not be effective in every situation, so managers would need to evaluate the ways in which they provided training and development in order to determine the best arrangements;
2. Although many outsourced programs used 'off-the-shelf' training packages, it would be better if managers ensured programs were tailored to suit individual and organisational needs; and
3. Although contextual factors influenced whether programs were provided in-house or by external providers, managers could enhance the outcomes of training and development by determining individuals' and organisational needs and working collaboratively with training providers to develop and monitor the delivery of effective programs.

Consequently, for future approaches to training and development managers and human resource developers should conduct;

1. Needs assessments to determine individual and organisational needs and organisational capacity to respond to those needs; as well as
2. Risk and impact analyses of decisions made as a result of consideration of needs assessment and organisational capacity to meet those needs.

General Provision

The Finding that training and development was provided at organisational, team, and individual levels was consistent with the ideas of Smith (1998) who noted it was provided at these levels to increase personal, corporate, and national competiveness. In each research Case, managers approved finance for the provision of staff training and development which was, typically, provided within work time either on- or off-site. The concept of employer-funded training and development was consistent with the short-lived 'Training Guarantee Scheme' and the 1990 'Training Guarantee Act' which required employers to financially support staff training (DEST, 1991; Smith, 1998; Waters-Marsh & Thompson, 1994). The 'Training Guarantee Scheme' was abolished in 1994 mainly because the legislative approach to ensuring the provision of training focused on the quantity of training, rather than its quality. Whilst budgets were always a limiting reality, the spirit in which employers in this research provided their staff with training and development was one of generosity. Funds spent on training by these employers contributed to the statistics quoted in Robbins, Millett, and Waters-Marsh (2004) which claimed Australian employers spent more than $7.9 billion per annum on formal training programs. Financial support from employers was consistent with international literature which stated employers in the United States of America spent more than $30 billion per annum on formal staff training programs (Chakiris & Rolander, 1986, in Knowles et al., 2005).

The implications of this research in relation to Finding 5 were that:

1. Managers allocated funding and time for the provision of formal training and development programs. However, if training requirements changed their budgetary allocations would need to be revised and additional time and funding could be necessary;

2. Managers who did not articulate the inclusion of informal learning in training and development may not have considered the associated costs. Consequently, if informal learning was integrated into programs managers would need to consider the implications of its resourcing;
3. Unless managers allocated time within employees' workloads for them to participate in training and development and opportunities within the workplace to transfer their learning, the outcomes of training and development would be undermined; and
4. Managers required sufficient resources for training and development to be effective. Hence, quality assurance was essential.

Thus, for future approaches to training and development managers and human resource developers should incorporate processes to facilitate effective:

1. Allocation of finances and time for formal and informal learning; and
2. Quality assurance processes.

Accessibility of Learning Opportunities

This theme corresponded to Secondary Research Question 2 which asked;

What kind of professional learning programs and experiences were accessible to staff?

The six overall findings in relation to the theme of accessibility of learning opportunities are shown in Table 5.2; the findings are not ranked in order of importance as all findings are considered equally important. Typically, Finding 6 about human resource development and Finding 7 about variable access depicted the diverse experiences of employees regarding access to training and development. Finding 8 about restraining forces depicted issues which interfered with access to training and development; whilst Finding 9 about unplanned learning showed that, typically, individuals learned even though employers had not overtly planned for it. Finding 10 about induction and Finding 11 about capacity building both referred to areas of training and development that were traditionally considered accessible, but in actuality they were not. In the following sections, the findings in relation to this theme are discussed in the order indicated in Table 5.2.

Table 5.2 Findings in Relation to Accessibility of Learning Opportunities

Sub-theme	Characteristics of the Findings
6. Human resource development	• Different organisations had different approaches to human resource development which facilitated staff access to training and development for teams and individuals.
7. Variable access	• Some employees self-directed their learning. • Some employees chose not to access training and development. • Some employees could not access it even though they needed and wanted it. • In some instances there was duplication of training.
8. Restraining forces	• Workload, time, distance, technology and lack of provision hindered access.
9. Unplanned learning	• Employees learned informally and incidentally even though employers focused on providing formal education and non-formal programs.
10. Induction	• Induction of new staff was inconsistent and differed across organisations. • Role-related induction was more difficult to access.
11. Capacity building	• Middle managers could not access role-related training and development to build their capacity to manage staff or budgets.

Human Resource Development

There was a diversity of approaches to human resource development across the three organisations. In Case 1 there was an ad hoc approach in which senior managers made all the decisions; also, compliance with regulations and compensating volunteers for their time was prevalent. In Case 2 managers determined team learning needs in relation to organisational strategic plans by interviewing staff and discussing their performance, roles, and aspirations for training and development: Additionally, managers recognised the influence learning could have on improving individuals' performance. In Case 3, managers used the 'Performance Development Process' to negotiate with employees and link organisational plans and estimated skills shortages to employees' roles and training requirements. Accordingly, the use of such diverse approaches to human resource development was consistent with the literature. Even so, not all approaches were considered equal. In the research Cases there was evidence of approaches that Kane (1986) described as limited. For example, managers in Case 3 hired experienced people, promoted 'off-the-shelf' training courses and provided induction. In some ways this was 'better' than the situation in the Cases 1 and 2 where training courses were poorly advertised and induction was approached in an ad hoc manner. Even so, describing these cases as 'limited' created an incomplete picture of typical practices.

More sophisticated approaches were described in the literature (Burns, 2002; Kane, 1986; Kane, Abraham, & Crawford, 1994) and there were elements of these

approaches in the organisational Cases as well. Kane (1986) identified individual, results-oriented, and human resource planning approaches as discrete approaches, but in practice this was not always so. For example in Cases 2 and 3 there was some consideration of individual needs, even though they were not the main focus. The approach taken in Case 1 was consistent with the results-oriented approach and focused on short-term organisational needs such as qualifying trainers so they could train clients and increase revenue. There was an element of the results-oriented approach in Case 2. For example, the 'Student Services' team was trained in the delivery of child protection policy so that they could train others and increase organisational capacity. The predominant approach taken in Case 3 was the human resource planning approach. For example, the 'Performance Development Process' was used to estimate the organisational need for skills and determine which roles and staff would need training in order to fulfil these skills requirements.

Critics in the extant literature noted that the individual approach was not strategically aligned to organisational needs, the results-oriented approach did not foster innovation, and the human resource planning approach was incompatible with individuals' career needs (Burns, 2002). Although, Burns (2002) referred to the use of the consultancy and organisational learning models of training, there were pros and cons of both methods. As a result of research findings, the researcher suggested the use of 'hybrid' approaches; thereby extending contemporary thinking about approaches to training and development. The term 'hybrid' did not appear in the literature and together with the issues raised in Chapter 1 about the inconsistent use of terminology within the field of training and development, the need for clarification of nomenclature was raised. Finding 6 showed managers combined the usage of limited and sophisticated approaches, as well as a combination of sophisticated approaches. Consideration of Kane's (1986) description of limited and sophisticated approaches led to the assumptions that sophisticated approaches were more effective than limited approaches and that current practices could be improved. Therefore, the researcher recommended further research was conducted to investigate (a) practices related to and effects of alternative approaches to training and development and (b) the nomenclature used to identify practices related to training and development.
The implications of this research in relation to Finding 6 were that:

1. Practitioners' approaches to training and development differed from practices espoused in literature, therefore further investigation was required;
2. Although practitioners used 'hybrid' approaches to training and development, such methods were not described in the literature, therefore further investigation was required ; and
3. Practitioners inconsistently applied basic elements of limited approaches to training and development. Consequently, the importance of induction could not be overlooked.

Therefore, for future approaches to training and development managers and human resource developers should;

1. Adopt a 'hybrid' approach that meets individual *and* organisational needs;
2. Incorporate strategies to ensure effective communication regarding training and development opportunities; and
3. Consistently and effectively induct staff into new roles.

Variable Access

Access to training and development varied within and across the three Cases. Some staff directed their own learning and self-directed learning was evident across all research Cases. For example, when no training and development was available, an individual directed his own learning by networking, engaging in action learning, and professional reading. Another example related to the self-directed learning of a senior manager who stated it was inappropriate for the professional learning of senior managers to be directed by others. Overall, the phenomenon of self-directed learning by the research participants was consistent with the principles of adult learning identified by Knowles and his associates (2005). Creating an environment in which adults could direct their own learning was also consistent with the humanist learning theory, which was consistent with andragogy (Burns, 2002; Knowles et al., 2005; Kramlinger & Huberty, 1990; Merriam et al., 2007).

In some instances research participants avoided learning situations because of life- or work-related situations. Such avoidance was consistent with the ideas of Havinghurst (1952, in Boone et al., 2002) who recognised the link between different stages of life

and the need for learning. It was also consistent with McClusky's 'Theory of Margin' (1963, in Knowles et al., 2005) which stated learning was more likely to occur when based on factors of load, power, and margin. Sometimes people did not have the capacity to take on learning because of their inability to cope with their life situations. In the work context, research participants confirmed that when their roles were undemanding or fitted comfortably with their ages and stages of life, they did not want to participate in training and development (Boone, et al., 2002; Houle, 1980; Knowles et al., 2005).

There were instances in which participants wanted to access role-related and career-related training and development but it was unavailable. In reality the need for training and development for current roles was both work- and career-related because current experiences impacted on future experiences. The lack of opportunity for career development was consistent with the literature which stated Australia lagged behind other 'Organisation for Economic Cooperation and Development' (OECD) countries in its provision (Cacioppe, Warren-Langford, & Bell, 1990; McMahon et al., 2003). Similarly, it matched the *Blueprint for Career Development* (DEST, 2005) which was drafted to address the issue and set out strategies to enable employers and providers of education and training to promote access to career development.

Although duplication of training was counterproductive, participants in this research experienced it because they had worked for multiple employers or there were changes to courses and legislation. The practice of duplication of training was contrary to the 'Australian Qualifications Framework' which established 'Recognition of Prior Learning (RPL) National Principles' to overcome it. The purpose of RPL was to give credit for individuals' 'unrecognised' skills and knowledge gained through non-formal programs and informal learning. Recognition occurred as a result of comparing skills and knowledge to the performance criteria of the target qualification (AQF Advisory Board, 2004; Smith, 1998). Even so, the non-formal and informal learning of trainers in Case 1 was not recognised, neither were their previous training qualifications. Therefore, further research was recommended to determine how effectively the 'Recognition of Prior Learning National Principles' were implemented within Australian workplaces.

Implications of this research in relation to Finding 7 were that:

1. Adults directed their own learning and needed the opportunity to do so;
2. For various reasons, adults did not take up some learning opportunities. Therefore, on occasions, the opportunity for individuals to opt out of training and development was necessary;
3. Learning opportunities were not always available when needed. Therefore, managers and individuals needed to be proactive in identifying needs ahead of time so that appropriate opportunities could be made available; and
4. Managers' did not always know or recognise employees' knowledge, skills and experience. Consequently, organisations did not maximise their human resource potential and individuals lost motivation.

Consequently, for future approaches to training and development managers and human resource developers should;

1. Provide opportunities for employees to direct their own learning;
2. Encourage dialogue between employees and managers to determine employees' learning needs, preferred approaches to learning, and current capacity for engaging with learning opportunities;
3. Provide opportunity for employees to use what they learn; and
4. Encourage dialogue between employees and managers to enhance recognition and use of employees' relevant prior knowledge, skills, and experience.

Restraining Forces

Across all cases, this research confirmed that obstacles such as workload, time, distance, technology, and lack of provision hindered access to training and development; a result consistent with extant literature. The concept of restraining forces, such as the obstacles identified in Finding 8, was a common theme of change literature (Fullan 2001a, b, 2006; Kerber & Buono, 2005; Lewin, 1943; Robbins et al., 2004; Senge, Scharmer, Jaworski, & Flowers, 2005; Waddell, Cummings, & Worley, 2004). In the three-step model from which many other models emerged, Lewin (1943) argued that successful change occurred as a result of unfreezing, moving, and refreezing. For unfreezing and movement to occur driving forces were increased, restraining forces decreased, or there was a combination of the two. The

current research emphasised the view that for training and development to be effective restraining forces would need to be decreased.

When creating an environment conducive to learning was referred to in adult education literature, the focus was on enhancing driving forces rather than removing restraining forces. Knowles' and associates' (2005) andragogical process increased driving forces by preparing the learner, establishing the learning environment, mutual planning and diagnosis of needs, and conducting a well planned and evaluated learning program. Many program developers advocated initial needs assessment (Boone et al., 2002; Caffarella, 2002; Knowles et al., 2005). Furthermore, issues such as workload, time, distance, technology, and lack of provision could be identified and dealt with during the needs analysis phase of program development: The inclusion of strategies to increase driving forces and overcome restraining forces could enhance training and development programs.

By comparing current practices with the literature, the implications of this research in relation to Finding 8 were that:

1. Restraining forces could hinder the effectiveness of programs. Therefore, managers needed to investigate and use strategies to diminish restraining forces; and
2. Driving forces could enhance the effectiveness of programs. Therefore, managers needed to investigate and use strategies to increase driving forces.

As a result, for future approaches to training and development managers and human resource developers should;

1. Identify negative contextual factors by conducting a needs analysis;
2. Implement strategies to reduce the negative impact of contextual factors; and
3. Implement strategies to create an environment conducive to learning.

Unplanned Learning

Managers in this research provided formal education and non-formal programs, but employees also learned informally and incidentally as they worked, reflected, and discussed with colleagues. The fact that employees learned informally on-the-job

was consistent with findings by Burns (2002) and Robbins and his associates (2004). Although Harris, Simons, and Bone (2000, in Burns, 2002) found most learning was informal on-the-job training and that it was motivated by survival rather than professional growth. The degree to which current research participants were motivated by survival or the desire for professional growth was unknown, but both scenarios were evident. For example, in Finding 7 an anecdote was given which described one participant directing his own learning for survival reasons whereas another was doing so for professional growth.

In this research it was evident that informal learning could be facilitated by a manager, learning specialist, or be self-directed; however, incidental learning was unplanned and occurred as a result of experience. The concepts of facilitation, self-directed, and experiential learning were characteristic of the humanist learning theory. Other informal learning strategies such as apprenticeships, mentoring, and coaching were aligned with social learning theory. By contrast, competency-based training was aligned with the behaviourist learning theory, whilst other formal and non-formal programs were consistent with cognitivism.

Thus, the implications of this research in relation to Finding 9 were that:

1. Managers could be limiting the effectiveness of training and development by only using the traditional behaviourist and cognitivist approaches. Therefore, they could consider using other learning theories;
2. Employees engaged with learning broadly, so they could benefit from managers' use of more diverse approaches to learning; and
3. The effectiveness of training and development could be enhanced by broadening managers' repertoire of different approaches to learning. Therefore, consideration would have to be given to building the capacity of managers to use diverse approaches to learning.

As a result of this finding for future approaches to training and development managers and human resource developers should;

1. Include planned formal and informal learning opportunities;
2. Create an environment that fosters experiential learning; and

3. Include a program to enhance managers' understanding of different types of learning and how they can most effectively be used in different situations.

Induction

In Case 1 there was a dual approach to induction of new members. First, there was the traditional long term induction into the organisation beginning in childhood and progressing through the ranks requiring a series of initiations. Second, for new staff there was an induction manual for staff to read at their own pace, sign-off on, then apply what they had read in a 'sink or swim' manner. Induction of new staff in Case 2 was minimal if it happened at all. In Case 3 the induction process was formalised and routinely provided for new staff. Initially it consisted of a full day of induction sessions. After a period of about four weeks it was followed-up with a half day session which included a tour of wider areas of the organisation. The provision of induction was consistent with literature: Kane (1986) aligned the provision of induction with limited approaches to training and development. In Cases 1 and 2 in this research induction practices were below Kane's (1986) 'limited' level and were contrary to research conducted by Russell (1988, in Cacioppe, Warren-Langford, & Bell, 1990) who stated induction was one of the most frequently conducted training programs. Therefore, the researcher recommended that more up-to-date research was conducted to investigate induction processes in Australian organisations.

Induction processes in the research Cases varied; in some instances incumbents were mentored by colleagues and there was sometimes a 'hand-over' in which the outgoing person could pass on information. Some outgoing staff prepared instruction manuals to guide newcomers, but this was rare. The need for induction was consistent with early research by Houle (1980) who reported that people experienced multiple career paths with repeated episodes of induction into new roles followed by ongoing learning. In the research Cases the need for role-related induction was evident; however, organisations lacked systematic processes for its provision.

Therefore, the implications of this research in relation to Finding 10 were that induction was:

1. Fundamental to the basic provision of training and development, but inconsistently implemented; and
2. Necessary on entry into initial roles within an organisation and whenever employees changed roles.

Therefore, for future approaches to training and development managers should routinely provided employment- and role-related induction.

Capacity Building

Middle managers across all research Cases had difficulty accessing role-related training and development, particularly in the areas of managing budgets and staff. Hence, it was contrary to research investigating public service organisations which indicated "performance management, induction, report writing, and management supervision skills were the most frequently run training programs" (Russell, 1988, in Cacioppe et al., 1990, p.65). Also, it was contrary to international research from the United States of America which indicated middle managers accessed training and development more frequently than others and over a year they participated in more than 42 hours of role-related programs (Gordon, 1986, in Cacioppe et al.). Although senior managers and other professionals were included in the American research, it showed middle mangers had access to role-related programs, whereas in the current research they did not. Therefore, the researcher recommended that more up-to-date research be conducted to investigate how middle managers are currently up-skilled to perform their roles in a wide range of Australian organisations.

The implication of this research in relation to Finding 11 was that there was insufficient role-related training and development for middle managers. Hence, it would be necessary to provide it. The for future approaches to training and development managers and human resource developers should provide middle managers with role-related training.

Motivational Factors Influencing Application of Learning in the Workplace

This theme corresponded to Secondary Research Question 3 which asked;

What motivational factors appeared to influence staff in transferring their learning into the workplace?

The three overall findings in relation to the theme of motivational factors influencing application of learning in the workplace are shown below, in Table 5.3. The findings are not ranked in order of importance as the findings of relevance, purpose, and opportunity are considered equally important and are discussed in sequence in the following sections.

Table 5.3 Findings in Relation to Motivational Factors

Sub-theme	Characteristics of Findings
12. Relevance	• Employees were motivated to participate in training and development when it was relevant to their job, career goals, or personal interests.
13. Purpose	• Employees were motivated to apply their learning to provide a service to the community, colleagues, and the organisation.
14. Opportunity	• Employees were motivated to apply their learning because both the opportunity and necessity to put it into practice existed in the work context.

Relevance

Individuals in this research were motivated to participate in formal education because it was relevant to their personal career goals. Typically, they participated in non-formal programs and informal learning because of the relevance these programs had to participants' current jobs. In all cases motivation to learn incidentally was linked to job-related factors; in Case 3, interest in the topic was as motivating as job-related factors. Finding 12 was consistent with motivational theorists who considered learners were motivated by their need for knowledge, self-actualisation, growth, and achievement of personal goals (Maslow, 1943; McClelland, 1961; Alderfer, 1969; in Robbins et al., 2004; Ford 1992, in Gordon-Rouse, 2004).

Furthermore Finding 12 was consistent with Boshier (1991, in Merriam et al., 2007) who included 'professional advancement' as a reason for participation in his 'Education Participation Scale'. Additionally, the findings were consistent with Grotelueschen (1985, in Cervero, 1988) who included 'professional development' and 'job security' in his 'Participation Reasons Scale'. Along a similar vein, Cheng and Ho (2001) found career commitment was positively linked to motivation to learn and transfer learning into practice. Cheng and Ho (2001) found employees were more willing to learn and transfer their learning when they were concerned about

their own learning and employability. Therefore, employers could enhance employees' learning and transfer by providing professional learning opportunities and career paths.

Also, Finding 12 was consistent with Knowles' and his associates (2005) 'core adult learning principles' which noted that adults were ready to learn in life-related situations or in relation to developmental tasks. Another principle of adult learning was adults' contextual and problem-centred orientation to learning. The pursuit of a career was a life- and work-related developmental task. Working within an organisation often presented problems to be solved and work-related learning was highly contextual. Finding 12 was consistent with the findings of Havinghurst (1952, in Boone et al., 2002) who stated adults were more teachable during different stages of life and during these phases the need for learning became intense. Findings from this research indicated teachable moments were career *and* job-related. For example the need for learning became intense when participants acquired new roles, as in the example of the self-directed learner in Finding 7, incumbents in Finding 10, and middle managers seeking role-related training and development in Finding 11.

Therefore, the implications of this research in relation to Finding 12 were that:

1. In dynamic environments career pathways and opportunities for career development enhanced participation in training and development and transfer of learning. Consequently, it would be beneficial to provide them;
2. Career- and role-related training and development should be provided at the point of need. Therefore, it would be beneficial for managers to be aware of employees' needs; and
3. Current practices failed to consistently and sufficiently provide career- and role-related training and development. Therefore, it would be necessary to put strategies in place to improve their provision.

Thus, for future approaches to training and development managers and human resource developers should provide targeted career- and role-related learning opportunities.

Purpose

The organisational purpose of the research Cases was to provide a service to the public. Similarly, participants identified 'wanting to help others' as their motivation for learning and applying it in their work situation. Although employees were paid to provide a service, their expressed sentiments revealed a passion for serving others and the enjoyment they felt as a result of helping others. Furthermore, questionnaire results showed participants were motivated more by intrinsic rather than extrinsic factors. This was consistent with Knowles' and his associates (2005) 'core adult learning principles' which stated adults were motivated to learn because of intrinsic values and because they got something out of it. Moreover, participants sensed their performance was aligned with the organisational purpose and they were equipped to help others, which was consistent with Grotelueschen (1985, in Cervero, 1988) who included 'professional service' and 'personal benefits' in his 'Participation Reasons Scale'.

Finding 13 was consistent with motivational theorists' concepts of intrinsic motivation (Burns, 2002; Knowles et al., 2005; Robbins et al., 2004). Thomas (2000 in Robbins et al., 2004) noted intrinsic motivation was more likely to exist when people experienced personal choice, competence, meaningfulness, and progress. The majority of individuals in this research freely chose to participate in training and development and most could apply their learning in the workplace; hence, they were competent. Meaningfulness was derived from helping others and fulfilling organisational purposes. Progress was apparent when qualifications, promotions or increased capacity to perform tasks were achieved. Furthermore Finding 13 was consistent with McGregor's Theory X and Theory Y (1964, in Robbins et al., 2004), Knowles' and his associates (2005) andragogical process and Senge's (1990) learning organisation. These theorists all advocated creating environments conducive to learning in which individuals and organisations could achieve their potential.

The implications of this research in relation to Finding 13 were that it was important to provide opportunity within the workplace for employees to experience:

1. Personal choice in selection of and participation in training and development;
2. Competence and the opportunity to use their learning;

3. Meaningfulness as a result of understanding and connecting with organisational purposes; and
4. Progress within current roles and career pathways.

Consequently, for future approaches to training and development managers and human resource developers should create environments which facilitate personal choice, competence, meaningfulness, and progress.

Opportunity

The majority of research participants noted they had the opportunity to and could put their learning into practice in the workplace; thus, it was consistent with the findings of Rogers and Shoemaker (1971, in Houle, 1980), as well as Houle's (1980) exploration of innovations which referred to the 'middle majority' who eventually adopted them. In the current research, some participants demonstrated greater capacity than others for self-directed learning or driving change. Rogers and Shoemaker (1971, in Houle, 1980) identified these people as innovators and early adopters: Houle (1980) referred to them as innovators who were self-directed learners who pursued a range of learning opportunities, and pacesetters who although they pursued learning opportunities and were leaders in their field, were more cautious than innovators. Therefore it could be expected that only a minority of people would not make the changes or transfer their learning into practice.

On the other hand, the concept of 'majority adoption' appeared to contradict literature which stated most change initiatives failed and transfer was difficult to achieve (Burns, 2002; Fullan, 2006; Kerber & Buono, 2005; Loup & Koller, 2005; Showers & Joyce, 1996). Participants in the current research explained that at times they could not transfer their learning because there was no opportunity to do so. Typically, transfer of learning occurred when training was directly related to the work situation and support systems such as mentoring and coaching were available. Thus, it was consistent with the literature which recognised the need for similarity between training and the workplace and the importance of coaching and mentoring (Burns, 2002; Joyce & Weil, 1986; Showers & Joyce, 1996). Participants identified lack of follow-up, collaboration, and opportunity as hindering their ability to transfer

their learning into the workplace, which was consistent with literature by Burns (2002), Fullan (2001b), and Showers and Joyce (1996).

Particularly in Case 1, participants identified lack of recognition of (a) current training and development and (b) prior skills and experiences as a hindrance to application of learning. Lack of recognition was referred to previously in Finding 7 in relation to duplication of training and the need for recognition of prior learning. In relation to Finding 14, lack of recognition denied employees the opportunity to use or benefit from their knowledge, skills, or abilities in the work context and confirmed the literature which stated transfer required opportunity for practice (Burns, 2002). For this to happen, learning had to relate to what people did in their jobs and time had to be provided for experimentation so learners could practice and 'get it right' before they had to implement it. Thus, it was consistent with Burns (2002) who identified the importance both of risk taking and opportunity for experimentation.

Environments consistent with McGregor's Theory Y (1964, in Robbins et al., 2004) and Senge's (1990) learning organisation fostered risk taking. Cognitive learning theory promoted discovery learning and humanism fostered experimentation, an element of experiential learning (Burns, 2002; Jarvis, 1987; Knowles et al., 2005; Kramlinger & Huberty, 1990; Merriam et al., 2007; Smith, 1998). Burns (2002) connected behaviourist approaches to training with transfer of learning; both of which were prevalent in the literature and the three research Cases. The problem with behaviourist learning approaches was their reliance on isolated stimulus-response links, when people needed to understand principles – a more cognitive approach. Interestingly, in this current research, the highest frequency of competency-based training occurred in Case 1 as did the most references to lack of recognition. Furthermore, the lowest frequency of competency-based training occurred in Case 2 in which some participants expressed their appreciation for the freedom to experiment with implementation. This research did not investigate whether the relationship between types of learning and transfer was causal, neither did it suggest it, but further research was recommended to determine if there was any relationship. Finding 14 was contrary to the understandings found in literature which promoted competency-based training as the preferred approach to adult vocational learning (DEST, 2005; Gonczi, 2004, Smith, 1998). Although competency-based training was

an effective method of skilling Australian workers and providing accreditation it could not meet all learning needs.

The implications of this research in relation to Finding 14 were that:

1. Participants could not apply their learning in the workplace when they lacked opportunity or their knowledge and expertise was unrecognised. Hence, it was necessary to provide opportunities and recognise achievement;
2. Participants could transfer learning when training and development was directly related to their work and they had opportunities to apply their learning. Hence, it was necessary to provide relevant opportunities for learning and practice;
3. Although competency-based training was prevalent it could not meet all learning needs. Therefore, it was necessary to provide a range of learning opportunities;
4. Follow-up and ongoing support through the use of informal learning strategies enhanced transfer of learning. Therefore, it was important to integrate informal learning into training and development programs; and
5. Opportunity for risk taking and time for experimentation prior to implementation enhanced transfer of learning. Therefore, it was important to allocate time for employees to experiment with what they had learned and encourage risk taking.

For future approaches to training and development managers and human resource developers should;

1. Utilise a broader range of learning theories;
2. Provide employees with specific opportunities to apply their learning in the workplace;
3. Include strategies to recognise and use employees' knowledge and expertise; and
4. Include strategies that enhance transfer of learning.

Effectiveness of Training and Development Programs

This theme corresponded to Secondary Research Question 4 which asked;

How effectively did existing training and development arrangements in the participating organisations meet individual, group, and organisational learning needs?

The five overall findings in relation to this theme are equally important and shown, below, in Table 5.4. From the researcher's perspective, the effectiveness of training and development programs could be improved through consideration of these findings which are discussed in the following sections.

Table 5.4 Findings in Relation to Effectiveness of Programs

Sub-theme	Characteristics of Findings
15. Process	• Training and development tended to be seen as an event rather than a bespoke process because before, during, and after processes were not always considered.
16. Evaluation	• Approaches to evaluation were inconsistent. • If evaluation was conducted it was likely to be concerned with the effectiveness of programs provided for 'others' rather than staff. • Evaluation was likely to be viewed from the perspective of 'training provider' rather than 'employer'.
17. Recognition	• Employees' participation in training and development, and their knowledge, skills and experience were not always recognised or utilised.
18. Threats	• Cancellations, frequent changes, misleading feedback, limited time and opportunity threatened the effectiveness of training and development.
19. Effective learning	• Employees perceived less formal forms of learning to be at least as effective, if not more effective, as formal learning opportunities.

Process

The before, during and after processes identified in Finding 15 referred to assessing needs prior to the development and delivery of tailored programs which were followed-up with ongoing support and evaluated. Although there were many variations of the cycle of planning, delivery, implementation, and evaluation, the concept of 'before, during and after' was consistent with patterns of program development established in the literature (Boone et al., 2002; Caffarella, 2002; Gagne et al., 1988; Nadler, 1982; Sork & Newman, 2004). Traditionally, program developers followed a linear approach but Caffarella (2002) recognised the dynamic nature of environments and recommended an interactive approach which allowed program developers to begin at any point and move to other points in the cycle as appropriate for the situation. Even so, the researcher noted that, in practice the trend was towards limited analysis of needs prior to training, followed by a universal 'one-size-fits-all' approach and 'off-the-shelf' packages with limited follow-up and evaluation, rather than tailored programs which were monitored and evaluated. The

intention of Caffarella's (2002) interactive approach was not to omit elements of linear approaches but to make them more flexible. The importance of needs assessment and tailored programs was discussed in Finding 4. Evaluation is discussed in relation to Finding 16.

Although some participants engaged with tailored programs, typically, individuals in all three research Cases participated in 'off-the-shelf' training packages. Thus, it was consistent with Smith (1998) and Gonczi (2004) who identified a move towards competency-based training as the central approach to skilling Australia. On the other hand it was contrary to Galagan (1986, in Cacioppe et al., 1990) who predicted that 'off the shelf' training packages would be used less frequently and tailored programs would be more widely utilised. Research participants expressed a desire for increased access to tailored programs which, in some instances simply meant more contextualisation of 'off-the-shelf' training packages, but this could only occur if the specific needs of participants were known. For example, when participants were learning to use computer programs they said it was preferable for them to learn using their own data rather than use 'dummy data'. Similarly, trainers in Case 1 wanted to develop useful, rather than hypothetical, programs. Evaluation of programs could inform managers and developers about how effectively programs met individual and organisational needs. The fact that there were inconsistencies in each of the research Cases matched the findings of Cacioppe and his associates (1990) who stated that "current development and training practices in Australia have room for considerable improvement".

As a result of the research data analysis the implications of this research in relation to Finding 15 were that:

1. Although, in current practice, managers and human resource developers omitted parts of the programming cycle, all of its elements were important to the integrity of programs and, therefore, should be included;
2. Participants wanted tailored programs, however, managers and human resource developers would need to change their current practices to contextualise learning;

3. ‘Off-the shelf’ programs could be contextualised through customisation, but the provision of tailored programs could have resourcing implications; and
4. Contextualisation of programs was relatively simple but often overlooked.

Therefore, for future approaches to training and development managers and human resource developers should;

1. Tailor programs to participants’ needs; and
2. Utilise all phases of the program planning cycle effectively.

Evaluation

Approaches to evaluation varied within and across the research organisations. For example, in Case 1, the CEO made informal observations and used feedback from staff to evaluate staff training and development; for courses provided for clients, she used participant numbers and customer feedback. In Case 2, managers did not evaluate staff training and development and if they evaluated programs provided for clients they collected feedback via written surveys. In Case 3, managers asked employees to provide feedback about in-house and external courses. Subsequently, in Cases 2 and 3, committees reflected on the resultant course feedback and recommended improvements.

The fact that evaluation of staff training and development in the current research either did not happen, or was minimal, was consistent the literature. Collins (1987, in Cacioppe et al., 1990, p.56) stated that a large proportion of organisations did not rigorously evaluate training and development; “in 38% of 439 organisations surveyed, managers were not held accountable for the effectiveness with which they trained and developed their subordinates”. According to the literature evaluation was often overlooked because of time and financial constraints (Boone et al., 2002; Cacioppe et al., 1990; Caffarella, 2002; Kirkpatrick, 1994; Knowles et al.,2005; Smith, 1998; Sork & Newman, 2004). If managers in this research evaluated programs they were often concerned with compliance, that is, the number of people who completed the training. The use of ‘compliance’ as an evaluation tool was consistent with the literature. Boone and his associates (2002) noted that, often, there

was coercion to prematurely demonstrate evidence of the long-term impacts of training and development. Even so, data about numbers of participants and resources spent on training could not provide a complete picture of its outcomes. A deeper understanding and application of effective evaluation processes was required to determine the impact of programs. Additionally, managers in this research showed greater concern for evaluation of training and development supplied for clients; thus, it was consistent with one of the purposes of evaluation identified by Kirkpatrick (1994), viz., justification of the training department.

According to the literature, if evaluation processes were limited it would be difficult for managers to determine the impact of programs and, subsequently, make decisions about program continuation, expansion or reduction, and funding. Similarly, managers in Case 2 noted it was difficult to determine the impact of programs such as child protection because raising awareness often increased the reporting of incidents, but, in fact, may have had no impact on the number of incidents occurring. Thus, it was consistent with the literature which confirmed that outcomes could be difficult to discern because they were not immediately apparent (Boone et al., 2002; Cacioppe et al., 1990). Managers in Case 2 recognised the need for including evaluation in all programs, which was consistent with Boone and his associates (2002) and many other developers who recommended integrating ongoing evaluation processes into programs (Beal, Blount, Powers, & Johnson, 1986, in Boone et al., 2002; Brookfield, 1986, in Boone et al.; Cervero & Wilson, 1994, in Boone et al.; Gagne et al., 1988; Nadler, 1982).

The implications of this research in relation to Finding 16 were that:

1. Evaluation processes were limited, so it was difficult for managers to determine the effectiveness of training and development programs;
2. Managers tended to evaluate programs provided for clients rather than for staff, but all training and development programs needed to be evaluated;
3. Organisational effectiveness could be undermined by poorly trained staff, so evaluation of staff training and development programs was necessary;
4. Managers would need to change their current practices in order to embed evaluation processes in training and development programs; and

5. Effective evaluation took time, as results were not always immediately apparent, so managers would need to conduct longitudinal evaluations.

As a result, for future approaches to training and development managers and human resource developers should;

1. Focus on evaluating programs provided for staff as well as clients;
2. Incorporate evaluation processes throughout programs to provide formative and summative data; and
3. Allow time for implementation to occur so that the full impact of programs can be evaluated.

Recognition

Although the majority of the research participants could apply their learning in the workplace, some individuals were dissatisfied because their participation in training and development or their prior knowledge, skills and experience was not recognised or used by the employer. For example, in Case 2, a participant received a scholarship from the employer to complete a Masters degree but the employer would not recognise the time to do this as participation in training and development. In Case 1, the employer paid for a team of people to complete competency-based training but did not provide them opportunities in the workplace to implement what was learned. Various participants in Case 1 brought prior knowledge, skills and experience to the workplace but, in spite of the need for these skills, the employer did not use the full potential of employees. In Case 1 where these problems were most prevalent, there was no human resource specialist employed within the organisation.

The practice of not recognising employees' prior learning was contrary to the literature. For example, Knowles and his associates (2005) stated in the principles of adult learning that adults were experienced and autonomous learners who needed to know why learning was important. So for training and development to be effective human resource developers needed to recognise participants' prior knowledge and experience and relate it to the target learning. Additionally, Burns (2002) noted that non-integrated approaches to training and development were ineffective; for example, Kane's (1986) individual and cost-benefit approaches failed to connect

training and development with organisational change. Burns (2002) stated lack of opportunity to apply learning and failure to address 'transfer of learning' resulted in tokenistic training and ineffective organisations. On the other hand, integrated learning programs were effective because they were linked to organisational change agenda and provided opportunities for employees' prior learning to be recognised in the workplace.

The implications of this research in relation to Finding 17 were that:

1. Training and development was most effective when it was linked to organisational change agenda and 'transfer of learning, so it was necessary for managers to address these issues;
2. Current organisational practice did not always provide opportunities for employees to transfer their learning into the workplace, so it would be necessary for managers to provide increased opportunities for staff to use their learning; and
3. Adult learners wanted to learn purposefully then apply it in the work context; hence, such opportunities could be provided.

For future approaches to training and development managers and human resource developers should;

1. Address 'transfer of learning';
2. Recognise employees' knowledge and experience;
3. Incorporate the principles of adult learning; and
4. Integrate training and development with the organisational change agenda.

Threats

Although, in general, the research participants experienced effective training and development, there were some situations when it was not effective. Participants noted that cancellations, frequent changes, misleading feedback, and limited time and lack of opportunity threatened the effectiveness of training and development programs. In most situations the training provider was responsible for the problems but sometimes participants contributed to the situation by providing 'misleading feedback' when they evaluated programs. The types of problems identified by

participants showed a lack of intentionality and systems thinking on the part of training providers. The literature confirmed the importance of intentional planning and systems thinking (Coghlan, 1999; Fullan, 2001b; Senge, 1990; Todnem & Warner, 1994). For example, if providers of training and development applied systems thinking, consequences such as, cancellations, frequent changes, and limited time and opportunities could be identified and avoided. Furthermore, these findings were consistent with those of Newman, King, and Young (2000, in Fullan, 2001b) who noted program coherence and technical resources were required to build participants' capacity. Program coherence was consistent with systems thinking and was characterised by clear goals sustained over time. The frequent changes experienced by some participants showed a lack of program coherence. There was evidence of a lack of time and opportunity in the leadership program in Case 3; participants had limited opportunities for promotion and time for follow-up was not factored into the ongoing development of potential leaders. Hence, instead of a continuous process of development, the leadership program was perceived to be a 'one-off event' which, according to Fullan (2001b), was ineffective practice.

The implications of this research in relation to Finding 18 were that:

1. Training providers did not always implement strategies aligned with what was known about effective practice, so it would be necessary to find ways to improve the situation;
2. Provision of effective training and development programs required systems thinking, program coherence, and resources but these characteristics were not always evident.

Consequently, for future approaches to training and development managers and human resource developers should incorporate systems thinking to ensure program coherence and adequate resources.

Effective Learning

The research participants rated informal forms of learning as effective as, or more than, formal learning. Participants in Case 1 ranked informal learning as the most effective form of learning; in Case 2 they ranked it on a par with non-formal

programs in meeting 'personal' learning needs and most effective in meeting 'organisational' learning needs; and, in Case 3 they ranked incidental, or experiential learning, as the most effective form of learning. Thus, in Finding 19 the researcher has extended the previous discussion in relation to Finding 9 in which managers' and non-managers' preferences for formal or informal learning were discussed.

In this research, participants' recognition of the effectiveness of informal and experiential learning was consistent with that of the literature. For example learning theorists found it necessary to extend learning theory beyond behaviourism and cognitivism to include humanism, social learning theory, and constructivism (Burns, 2002; Knowles et al., 2005; Merriam et al, 2007). In the latter three theories less formal approaches to learning were emphasised. For example, humanists recognised the importance of experiential and self-directed learning, social learning theorists utilised mentoring and coaching, and constructivists emphasised the importance of making meaning as a result of discussion and reflection.

The researcher's recognition of the dichotomy of formal and informal learning was consistent with that of Sork and Newman (2004) who noted that formal adult learning stemmed from liberalism and Taylorism, and informal adult learning originated with Dewey and Lindeman. For the most part, the literature did not represent an integration of formal and informal learning. Caffarella (2002) was one of the few developers who integrated informal learning into non-formal programs to address 'transfer of learning'. Additionally, current research participants' rated informal approaches to learning as more effective than formal approaches; thus, the findings were contrary to the ideas of Smith (1998) and Gonczi (2004) who both recognised competency-based training which was linked to behaviourism, as the preferred approach to skilling Australia.

The implications of this research in relation to Finding 19 were that:

1. Informal and incidental learning were important elements of adult learning, so it was necessary for both to be included in training programs;
2. Although adult learners recognised the effectiveness of informal and incidental learning, managers did not always overtly plan informal learning opportunities even though it was important to do so;

3. Adults engaged in learning beyond the behaviouristic acquisition of skills, therefore, it was important for managers to utilise a range of learning strategies;
4. Informal learning facilitated 'transfer of learning', so it would be beneficial for training providers to include it in training and development programs;
5. Although training providers sometimes integrated formal and informal learning into programs, the outcomes of training and development could be enhanced if the practice of integration was more widespread; and
6. Managers and human resource developers were less likely than program participants to recognise the effectiveness of informal and incidental learning, so it would be important to inform them of the benefits of such learning.

As a result, for future approaches to training and development managers and human resource developers should incorporate both informal and incidental learning into programs.

The Relationship between Training and Development and Organisational Change

This theme corresponded to the Primary Research Question which asked;

What were the relationships between adult learners' training and development and organisational change?

There was only one finding in relation to the theme of the relationship between training and development and organisational change. The research finding is shown in Table 5.5 below and discussed in the following section.

Table 5.5 Finding in Relation to the Primary Research Question

Sub-theme	Characteristics of Findings
20. Relationship	• There was a direct link between organisational change agenda and training and development but the link was not always clear to employees.

Relationship

Managers in the research Cases provided staff with training and development provided in relation to change initiatives. Even so participants' awareness of change initiatives and the relationship between the change agenda and training and development relationship varied. For example, participants in the Case 1 volunteer

organisation were more aware of change initiatives and their relationship to training and development than participants in the government agencies. However, participants in the Case 1 volunteer organisation were directly involved in fewer changes and had less training and development opportunities. Conversely, participants in the government agencies had access to role-related as well as change-related learning opportunities, and they were involved directly either in multiple changes or, indirectly in change initiatives. In Case 2, training and development was not limited to the technical aspects of individuals' roles but provided opportunity for participants to extend their learning beyond their immediate job requirements.

The fact that, in this research, a relationship was found between training and development and the change agenda was consistent with the literature in Chapter 2. Marquardt and Engel (1993, p.6) defined human resource development as "the integrated use of training and development, organisational development and career development to improve individual, group and organisational effectiveness". The 'integrated use' of these fields implied a relationship between organisational change and training and development. The relationship between the two was consistent with Boone and his associates (2002, p.1) who defined the purpose of adult education as "to facilitate and effect planned change in the behaviour of individual adult learners, learner groups, and institutionalised learner systems". Furthermore, Burns (2002, p.311) explicitly stated that "an organisation has got it right when it has an education and training plan linked with a specific program for organisational change".

The fact that research participants were sometimes unaware of the change agenda was consistent with the literature in which the need to build awareness of the need for change was well recognised. For example, Loup and Koller (2005) emphasised the importance of building employees' awareness and understanding of change agenda in order to establish commitment. Other change theorists also recognised the importance of building participants' understanding of why change initiatives were necessary (Fullan, 2001a, 2006; Levasseur, 2001; Lewin, 1943; Roberto & Levesque, 2005; Senge et al., 2005).

In addition to the issue of awareness of change, according to Kane and his associates (1994) the field of training and development had developed from the separate fields

of education, management, and psychology. This research extended the understanding of the implications of the diverse foundations of the field of training and development which could have contributed to a less obvious link between organisational change and training and development. For example, participants in this research tended to be specialists within a single field; that is, teachers, accountants, business analysts, nurses, psychologists, and so on. Over time, some participants moved into management positions and found themselves overseeing subordinates. Finding 11 indicated middle managers were not inducted into their roles and often entered the roles without prior knowledge, skills, or experience in the management of staff or budgets. The training and development of staff was a key element of middle managers' roles. If middle managers' expertise and experience was founded in a single discipline and they were given no training and development to equip them for their roles, it was unlikely they would be able to effectively link the diverse fields of organisational change and training and development. Finding 11 identified that the lack of access to role-related training and development experienced by middle managers across all research Cases; thus, it was contrary to the findings of Russell (1988, in Cacioppe et al., 1990) who stated performance management and supervision skills were amongst the most popular training programs.

The literature did not fully explain the link between organisational change and training and development for a number of reasons. First, although the literature pertaining to change recognised training and development could be used as a tool for change, it did not provide specific insight into the issues of up-skilling middle managers to perform their roles effectively or closely link the change agenda to training and development. Second, the literature pertaining to adult learning focused on program development and, although it recognised the situational context of many programs it did not focus on the issues of up-skilling middle managers. Third, the literature pertaining to motivation focused on needs- and process-based theories of motivation for participating in or applying learning, but it did not specifically refer to the participation of middle managers in role-related training and development or their ability to transfer that learning into the work context and effectively link organisational change and training and development. Therefore, there was need for further research into;

1. The relationship between organisational change and training and development;
2. The capacity of middle managers to effectively facilitate staff development; and
3. The impact of up-skilling middle managers to effectively manage staff development.

The implications of this research in relation to Finding 20 were that:

1. There was an intentional link between the organisational change agenda and training and development;
2. Staff were often unaware of the link between the organisational change agenda and training and development;
3. Awareness of the need for change was essential for people to commit to it;
4. Commitment was required if change was to occur;
5. Middle managers were a pivotal point in making the link between the organisational change agenda and training and development;
6. Middle managers required further training and development to build their capacity to effectively implement the staff development aspect of their roles; and
7. Further research was required into the nature of the relationship between the organisational change agenda and training and development and the associated role of middle managers.

Consequently, for future approaches to training and development managers and human resource developers should incorporate strategies to build the capacity of middle managers to:

1. Manage staff development; and
2. Understand the relationship between organisational change and training and development and communicate it to staff.

Chapter Summary and Overview

In Chapter 5 the background and need for change and the 20 common and unique findings in relation to the research questions and themes were discussed in relation to

the relevant, extant literature identified in Chapter 2. Some findings were consistent with the literature, some were contrary to it, and some added to the established body of knowledge. The implications of findings were identified and recommendations made to enhance future approaches to training and development. In the following paragraphs, the connections between the research findings and the literature are summarised and succinct answers to the research questions are provided.

Research Findings Consistent with the Literature

The majority of findings were consistent with the literature; a minority of findings were inconsistent. Furthermore this research extended understanding in relation to some of the findings which were consistent with the literature. Several findings demonstrated elements consistent with the literature in some ways but contrary to it in other ways. Even though many findings from this research and the literature were consistent, concerns about current training and development practices remained. For example, Finding 16 was consistent with the literature, but both the literature and the research indicated evaluation processes were often marginalised even though they were essential to effective training and development practices. The major differences from what was already known in the literature and the findings are discussed in the following two sections in relation to contrary and additional findings.

Research Findings Contrary to the Literature

Findings 11 and 17 were contrary to the literature. In this research, Finding 11 identified that middle managers could not access role-related training and development; yet national and international literature reported such programs as being available and well attended. The lack of availability of role-related training and development for middle managers in the three research Cases highlighted the need for further investigation because it was a pervasive problem. Finding 17 identified a lack of recognition of employees' knowledge and experience which was contrary to the principles of adult learning (Knowles et al., 2005) and understandings about effective training and development (Burns, 2002). Because in some instances recognition was given, lack of recognition of employees' knowledge and experience was an example of sporadic poor practice rather than a pervasive problem requiring further research.

Findings 4, 7, 10, 15 and 19 were partially contrary to the literature and raised questions about (a) the use of in-house or external training providers, (b) recognition of prior learning and experience, (c) induction, (d) training and development as a continuous process, and (e) the balance between formal and informal learning in training and development. The findings demonstrated practices which were inconsistent with the literature and warranted further investigation to determine which practices were most suitable for dynamic workplace environments and how they could be implemented most effectively.

Research Findings Adding to the Body of Knowledge

This research added to the body of knowledge in relation to Findings 4, 6, and 20. The literature recommended training and development be conducted by a small team of in-house trainers supplemented by external providers (Burns, 2002). Even so, Finding 4 showed that in Case 3 wherein there were arrangements similar to the recommendations of Burns, participants preferred a more tailored in-house approach. In Cases 1 and 2 alternative arrangements existed. Further research was needed to investigate alternative approaches to training and development, particularly in situations where organisations were recognised training organisations or education providers. Finding 6 added the concept of 'hybrid' approaches to training and development rather than the isolated approaches which were named and identified in the literature. Associated with Finding 6 was the issue of nomenclature used in the field of training and development; an issue which required further investigation and is discussed in Chapter 6 in relation to a proposed alternative model of training and development. Finally, although the literature acknowledged the link between training and development and organisational change, it did not fully explain the link. This research identified crucial, additional elements of the relationship between training and development and organisational change which were overlooked in practice and related to middle management roles. It was evident that middle managers had expertise and experience in diverse fields but received no role-related training and development to build their capacity to manage staff, which often included facilitating access to training and development – and was linked to organisational change. Further research was recommended to investigate (a) the relationship between

organisational change and training and development, (b) the capacity of middle managers to facilitate it, and (c) the impact of up-skilling middle managers to manage staff development.

Findings in Relation to the Research Questions

In the following paragraphs, the findings have been summarised to represent the crux of the findings in relation to the research questions and themes. Similarly, the implications identified throughout the chapter have been summarised and represented as more pithy implications in relation to the research questions and themes.

Secondary Research Question 1

What kind of programs, formal and informal, did the three participating organisations establish to meet their needs for organisational learning and change?

This question was linked to the theme of 'Provision of Training and Development'; there were 5 findings and 12 implications. Hence, in relation to Secondary Research Question 1, it was found that employers provided teams and individuals with training and development by using either in-house or external presenters. Typically, formal education and non-formal programs were provided, but informal learning opportunities were not overtly articulated in training and development programs even though they were sometimes included in practice.

The major implication of the research findings in relation to this question was that managers had an established method of providing training and development which was typically formal and largely outsourced, but unable to fully meet the diverse needs of individuals or organisations. Furthermore, informal learning opportunities could enhance transfer of learning, but would need to be articulated and included in the provision of training and development programs and organisational records. Finally, the established method of providing training and development needed revision and a more innovative approach applicable to dynamic environments would need to be implemented.

Secondary Research Question 2

What kind of professional learning programs and experiences were accessible to staff?

This question was linked to the theme of 'Accessibility of Learning Opportunities'; there were 6 findings and 12 implications. Hence, in relation to Secondary Research Question 2, it was found that even though organisations had diverse approaches to human resource development through which the opportunity to access training and development was facilitated, basic elements such as induction and role-related training were frequently difficult to access. Furthermore, the role of adults as self-directed learners was apparent. For example, even though employers typically provided formal learning opportunities, employees learned informally and incidentally. Additionally, individuals chose to source their own learning opportunities or refrain from participating in training and development according to their own needs. In some situations restraining forces made training and development inaccessible to employees.

A major implication of these findings was that practice in relation to human resource development as a conduit for accessing training and development deviated from models established in the literature. Although practitioners favoured 'hybrid' approaches which catered for a combination of needs, basic elements of the established approaches such as induction were marginalised, even though they were considered by the research participants as essential. Although participants accessed training and development more broadly than was provided by employers, some participants, particularly middle managers, could not access it; thus, it implied that managers' expertise in facilitating access to training and development was limited. Therefore, managers required greater capacity to facilitate access to training and development and overcome restraining forces that hindered employees' access to programs.

Secondary Research Question 3

What motivational factors appeared to influence staff in transferring their learning into the workplace?

This question was linked to the theme of 'Motivational Factors Influencing Application of Learning in the Workplace'; there were 3 findings and 12 implications. Hence, in relation to Secondary Research Question 3, it was found that employees were motivated to participate in training and development when it was

relevant to their jobs, career goals, and personal interests. Participants' motivation to transfer their learning into the workplace was enhanced by intrinsic factors, purpose, opportunity, and necessity.

The major implication of the findings was that timely career development, although not always accessible to employees, could increase participants' motivation for participation in training and development and 'transfer of learning'. Furthermore, individuals' motivation to participate in training and development and transfer their learning increased when they experienced choice, competence, meaningfulness, and progress. Finally, an environment that provided opportunity for experimentation and application of learning in the workplace, together with follow-up, was necessary to ensure 'transfer of learning'.

Secondary Research Question 4

How effectively did existing training and development arrangements in the participating organisations meet individual, group, and organisational learning needs?

This question was linked to the theme of 'Effectiveness of Training and Development Programs'; there were 5 findings and 20 implications. Hence, in relation to Secondary Research Question 4, it was found that informal learning strategies were as effective as, if not more effective than, formal approaches to learning. Additionally, 'event' rather than 'process' thinking dominated training and development and program evaluation occurred inconsistently, whilst the evaluation of staff training and development was marginalised.

The major implication of the findings was that without consistent evaluation and quality assurance processes, particularly in relation to staff training and development, it was difficult to determine the effectiveness of programs. Furthermore, inability to assure the quality of staff training and development could impact on individual and organisational outcomes. Another implication was that the effectiveness of training and development was undermined because managers did not adhere to what was recognised as good practice in the literature. For example, steps in program development were overlooked, programs were not tailored to the needs of participants, programs were not aligned to change initiatives and opportunities for

implementation in the workplace were limited. Much could be done to improve the effectiveness of training and development by increasing the capacity of managers to incorporate quality assurance processes and implement sound strategies. Even so, training and development programs could only be improved by also increasing the structural capacity for managers to implement effective practices in the workplace.

The Primary Research Question

What were the relationships between adult learners' training and development and organisational change?

This question was linked to the theme 'Relationship between Training and Development and Organisational Change'; there was one finding and seven implications. Hence, in relation to this question, it was found that there was a link between training and development and organisational change. Although managers in participating organisations provided staff with training and development directly related to organisational change, the relationship between the two phenomena was not always clear to employees. Furthermore, some adult learners participated in training and development which was indirectly or not related to organisational change. In situations where there was a higher proportion of training and development directly related to organisational change, research participants were more likely to recognise the relationship between the two phenomena than in situations where participants additionally experienced training and development that was indirectly or not related to organisational change.

The major implication of this finding was that lack of awareness of the connection between training and development and organisational change could undermine program outcomes. Furthermore, the capacity of managers to communicate the relationship between training and development and the organisational change agenda to employees would need to increase in order to raise employees' awareness of the connections and improve program outcomes.

Recommendations

Throughout Chapter 5, the researcher made 42 recommendations regarding future approaches to training and development (see Appendix M) and 11 recommendations

regarding future research (see Appendix O). Even so, many of the 42 recommendations for future approaches to training and development were aligned to the continuation of established 'good practice'. For example, the recommendation that managers consider individual and organisational needs in determining provision of appropriate relevant formal education opportunities was already considered to be 'good practice'. Conversely, the recommendation that managers and human resource developers utilise logical and reflective thinking strategies to facilitate innovative flexible approaches to training and development was not widely practised. Therefore, by focusing on recommendations that related to practices which were not widely practised, the researcher has developed a final list of 10 key recommendations, depicted in Table 5.6, below. Additionally, the researcher analysed the 42 overall recommendations and identified 12 'essential elements' for effective training and development programs (see Appendix N). After considering these key recommendations and 'essential elements', the researcher developed the alternative model of training and development described in Chapter 6.

Table 5.6 Key Recommendations

Research Theme	Key Recommendations: An extension of what is already known about good practice
Provision	1. Integrate informal learning into training and development programs and work practices 2. Encourage managers and human resource developers to employ both logical and reflective-intuitive thinking strategies to facilitate innovative flexible approaches to training and development
Access	3. Adopt a 'hybrid' approach that meets individual and organisational needs 4. Include a program to enhance managers' understanding of different types of learning and how they can most effectively be used in different situations 5. Include role-related training for middle managers
Motivation	6. Include targeted career- and role-related learning opportunities. 7. Include strategies that enhance transfer of learning
Effectiveness	8. Focus on evaluating programs provided for staff as well as clients 9. Incorporate systems thinking to ensure program coherence and adequate resources
Relationship	10. Up-skill middle managers so they understand the relationship between organisational change and training and development and can communicate it to staff

CHAPTER 6: NEW MODEL

Introduction

Previously, in Table 5.6, the researcher identified 10 key recommendations for future approaches to training and development which were aligned with the research questions and their related themes of provision, access, motivation, effectiveness, and relationship. When the researcher analysed the key recommendations three major categories emerged, as shown in Table 6.1, below. These three major categories align to the model developed as an outcome of this research; the model is described in this chapter and shown in Figure 6.1.

Table 6.1 Major Categories that Emerged from the Key Recommendations

Major Category	Key Recommendations from Table 5.6
Capacity	3. Adopt a 'hybrid' approach that meets individual and organisational needs 4. Include a program to enhance managers' understanding of different types of learning and how they can most effectively be used in different situations 5. Include role-related training for middle managers 10. Up-skill middle managers so they understand the relationship between organisational change and training and development and can communicate it to staff
Process	2. Encourage managers and human resource developers to employ both logical and reflective-intuitive thinking strategies to facilitate innovative flexible approaches to training and development 9. Incorporate systems thinking to ensure program coherence and adequate resources
Approach	1. Integrate informal learning into training and development programs and work practices 6. Include targeted career- and role-related learning opportunities. 7. Include strategies that enhance transfer of learning 8. Focus on evaluating programs provided for staff as well as clients 10. Up-skill middle managers so they understand the relationship between organisational change and training and development and can communicate it to staff

Further to this the researcher reflected on the key recommendations in the light of this categorisation and, subsequently, developed an integrative model for professional learning in dynamic environments based on the three areas of *capacity*, *process*, and *approach* (see Figure 6.1). These three terms are defined and explained in relation to the model in the following sections. Following this the structure of this chapter, which describes the model, is provided in Figure 6.2 to guide the reader through this chapter.

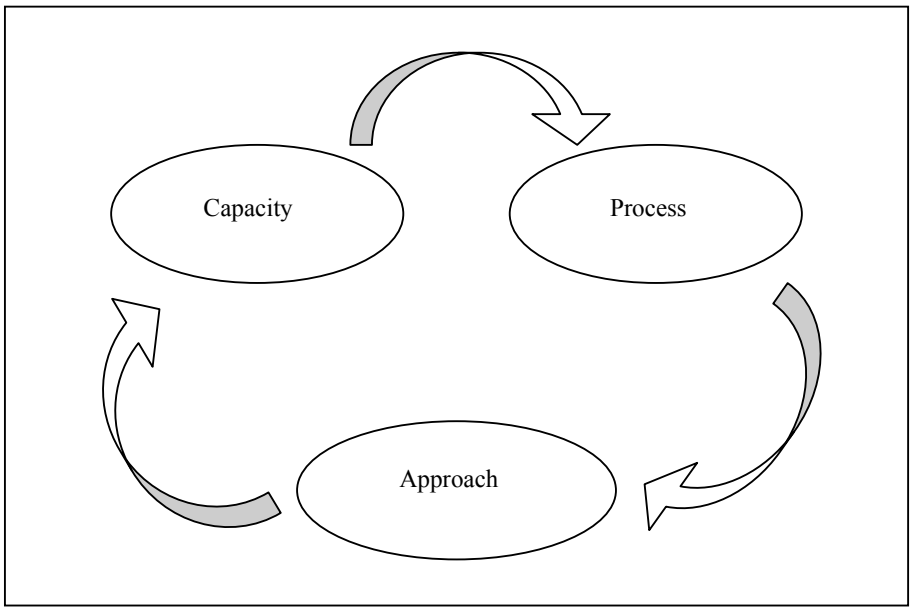

Figure 6.1 The Proposed Integrative Model

Capacity is defined as "the facility or power to produce, perform, or deploy" (Merriam-Webster's Collegiate Dictionary, 2007) and "power, ability, or possibility of doing something" (Macquarie Australian Encyclopedic Dictionary, 2006). From the researcher's point of view, the inclusion of the *capacity* component in the 'proposed integrative' model incorporates the notion of needs assessment referred to by previous program developers; however, it extends the concept to include, for example, consideration of the *capacity* of managers to facilitate training and development programs.

Process is defined as "a series of actions or operations conducing to an end" (Merriam-Webster's Collegiate Dictionary, 2007) and "a systematic series of actions directed to some end … a continuous action, operation, or series of changes taking place in a definite manner" (Macquarie Australian Encyclopedic Dictionary, 2006). From the researcher's point of view, the inclusion of the *process* component incorporates the planning phase of previous program developers; however, the focus is on abstract operations, that is, the thought *processes* managers use to plan for the provision of staff training and development. For example, in the 'proposed integrative' model, the researcher advocates the use of logical, reflective, and

'systems thinking' thought *processes* throughout the planning phase of program development.

Approach is defined as "to make advances in order to create a desired result … a particular manner of taking such steps" (Merriam-Webster's Collegiate Dictionary, 2007) and "method used or steps taken in setting about a task [or] problem" (Macquarie Australian Encyclopedic Dictionary, 2006). From the researcher's point of view, the inclusion of the *approach* component incorporates the design, implementation, and evaluation phases of previous program developers but, unlike them, the researcher advocates an *integrated approach*.

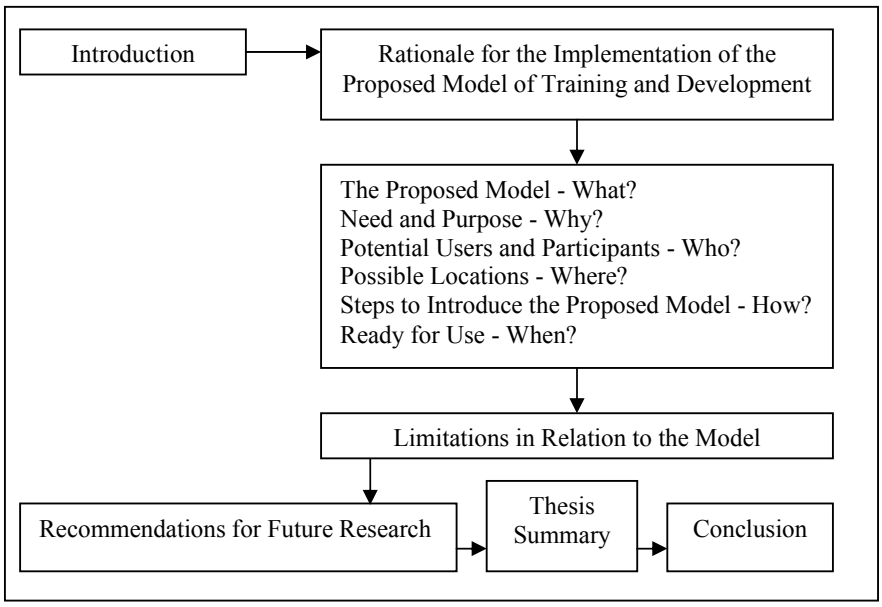

Figure 6.2 Overview of Chapter 6

Rationale for the Implementation of the Proposed Integrative Model

In Chapter 2 the researcher provided an overview of approaches to training and development in which human resource development was defined as the "integrated use of training and development, organisational development, and career development" (Marquardt & Engel, 1993, p.6). The 'proposed' model developed as a result of the research findings is consistent with Marquardt and Engel's (1993) definition of human resource development because it *integrates* elements of training and development, organisational development, and career development.

In the review of the literature, the limitations of existing approaches to training and development were outlined. For example, Kane (1986) developed the more sophisticated approaches of individual development, results-oriented, and human resource planning to overcome the shortcomings of the existing limited approaches. Even so, each of the more sophisticated approaches had its own limitations (Burns, 2002; Kane et al., 1994). Interestingly, the developers of organisational learning and the sophisticated approaches to training and development did not engage with program development, but instead provided an overall approach to training and development. Typically, program developers relied on logic to develop programs; few developers used 'reflective thinking' and 'systems thinking' was linking to the field of organisational development rather than training and development (Boone, 2002; Coghlan, 1999: Senge, 1990; Sork & Newman, 2004). In the 'proposed' model developed as a result of the research findings, the researcher describes an overall approach to training and development, *integrates*, and extends the approaches identified in Chapter 2 in order to improve the outcomes of training and development programs and meet professional learning needs in dynamic environments. In the rationale for the 'proposed' model of training and development the researcher describes (a) what the 'proposed' model is, (b) why it is necessary, (c) who could potentially benefit from using such a model, (d) where it could be used, (e) how it could be introduced, and (f) when it could possibly be ready for use.

A Description of the Proposed Model

As a consequence of this study, the researcher made 10 key recommendations which were categorised in Table 6.1 as *capacity*, *process*, and *approach* and formed the basis of the 'proposed' model. The model is called the 'Integrative Model: Professional Learning in Dynamic Environments' (IMPLIDE), because a key point of difference between this model and previous ones is 'integration' and its suitability for use in dynamic work environments. The term 'professional learning' is used to simplify and combine the various types of learning typically associated with 'training and development'. Furthermore, it is envisaged that implementation of the 'proposed integrative' model will enhance the provision and outcomes of professional learning in dynamic environments. The 'proposed integrative' model is described through a

discussion of its three key components - *capacity*, *process*, and *approach* - and its unique characteristics - building the capacity of managers, systems thinking, and integration. Additionally, its characteristics are depicted through graphic representations (see Table 6.2 and Figure 6.3) and, subsequently, described.

Capacity

In the context of this 'proposed' model, *capacity* refers to the degree to which organisations and individuals can already do something and what additional learning would be required to achieve designated goals. In order to determine such *capacity* managers would investigate organisational and individual needs, environmental conditions, and available resources. Additionally, managers would consider the characteristics of adult learners, employees' motivational *capacity* to engage with professional learning, and ensure recognition of their prior learning. Importantly, managers' *capacity* to effectively implement the 'proposed' model is critical to its success (see Table 6.2 for a list of items referred to in this section).

Recognition of the need to build the *capacity* of managers to use the 'proposed integrative' model arose from the research findings. For example, even though it was noted in the literature that role-related training for middle managers was available, in this research, middle managers could not access training and development in relation to the management of staff performance and development. The researcher recognises the influential roles of managers and has identified them as points of leverage. Additionally, the research findings indicated points of weakness in the current provision of training and development. Therefore, the researcher recommends the provision of the following focus areas in targeted role-related professional learning to build managers' *capacity* to implement the 'proposed integrative' model:

1. The use of different thinking strategies;
2. Communication skills;
3. The use of different types of learning; and
4. Understanding the relationship between organisational change and training and development.

Although the above focus areas may not previously have been included in management training courses they do represent key skills and understandings essential to effective implementation of the 'proposed integrative' model. Consequently, related professional learning programs and support materials would need to be developed. Even though the establishment of such programs and support materials would require additional resources they could overcome the shortcomings of previous training and development initiatives. Building the *capacity* of managers is essential and, also, an example of 'systems thinking' which is described in the following paragraphs.

Process

In the context of the 'proposed integrative' model, *process* refers to the mental *processes* used by managers to plan for the provision of professional learning. The use of different thinking strategies was identified in the previous section as a focus area in the recommended role-related professional learning for managers and users of the 'proposed integrative' model; it includes 'logical', 'reflective', and 'systems thinking' (see Table 6.2). Although some program developers have experimented with 'reflective thinking' to generate their programs, typically, educational program developers plan from a 'logical' perspective. The mental processes managers would use in 'logical thinking' are depicted in Table 6.2. Alternatively, managers from the field of organisational change and development advocate the use of 'systems thinking'. In order to promote 'systems thinking', it is necessary for managers and human resource developers to conceptualise their organisations as interconnected systems and consider the relationships between the contextual and operational factors. The mental processes managers would use in 'systems thinking' are depicted in Figure 6.3. The characteristics of the 'proposed interactive' model are explained in the following paragraphs with reference to the two different graphic representations.

The 'proposed integrative' model consists of the core components of *capacity, process, and approach*. In Table 6.2, the researcher has depicted further characteristics of the 'proposed' model which, also, reflect the 12 'essential elements' of effective training and development programs (see Appendix N).

Table 6.2 Characteristics of the Proposed Integrative Model

Capacity	Process	Approach
• Managers • Adult learners • Recognition of prior learning • Resources • Needs • Environment	• Logical thinking • Reflective thinking • Systems thinking	• Integration • Communication • Quality Assurance • Transfer of learning • Type of learning

The researcher has included 'adult learners' as a characteristic of *capacity* because, although the concept was not identified as an 'essential element' of training and development programs, consideration of 'adult learners' was the central focus of this research and adults were the target audiences of training and development programs. All other characteristics of *capacity* were identified from the research results as 'essential elements' of training and development programs. Although 'thinking' was identified as an 'essential element' of training and development programs, it was more meaningful to refer to this phenomena as a *process*; that is, the abstract planning *processes* used by managers to develop programs (see Appendix N). Thus, the three styles of thinking used for planning are described as characteristics of the 'proposed integrative' model. In the third column of Table 6.2, *approach*, the remaining characteristics of the 'proposed integrative' model are listed. The term 'type of learning' has been used to additionally describe the type of training and development; thus, 'type of learning' includes formal education, non-formal programs, informal learning, experiential learning, self-directed learning, induction, change agenda, and career development.

The simplicity of Table 6.2 promotes 'logical thinking' which gives rise to the concept of a beginning and an end; program developers could be encouraged to approach training and development from this perspective. Even though, in Table 6.2, 'systems thinking' and 'integration' are listed as characteristics of the 'proposed integrative' model, the tabular representation does not effectively depict these characteristics. Therefore, in order to depict 'systems thinking' and 'integration' the researcher has developed Figure 6.3.

Systems thinkers are able to see the '*whole*' of something and then its individual *parts*. Therefore, in order to depict 'systems thinking' and convey the concept of

seeing the whole and then the parts the researcher has represented the characteristics of the 'proposed integrative' model as an overall star shape made up of other smaller recognisable geometric shapes. Thus, the resultant overall star shape consists of three layers. The base layer depicts the contextual characteristics associated with *capacity* and are shown in red; the mid layer depicts the operational *process* characteristics shown in green; and the top layer, which itself forms an overall triangular shape, depicts the operational characteristics associated with *approach* and are shown in blue. 'Integration' is represented by the use of arrows and the arrangement of the *parts* within the *whole*.

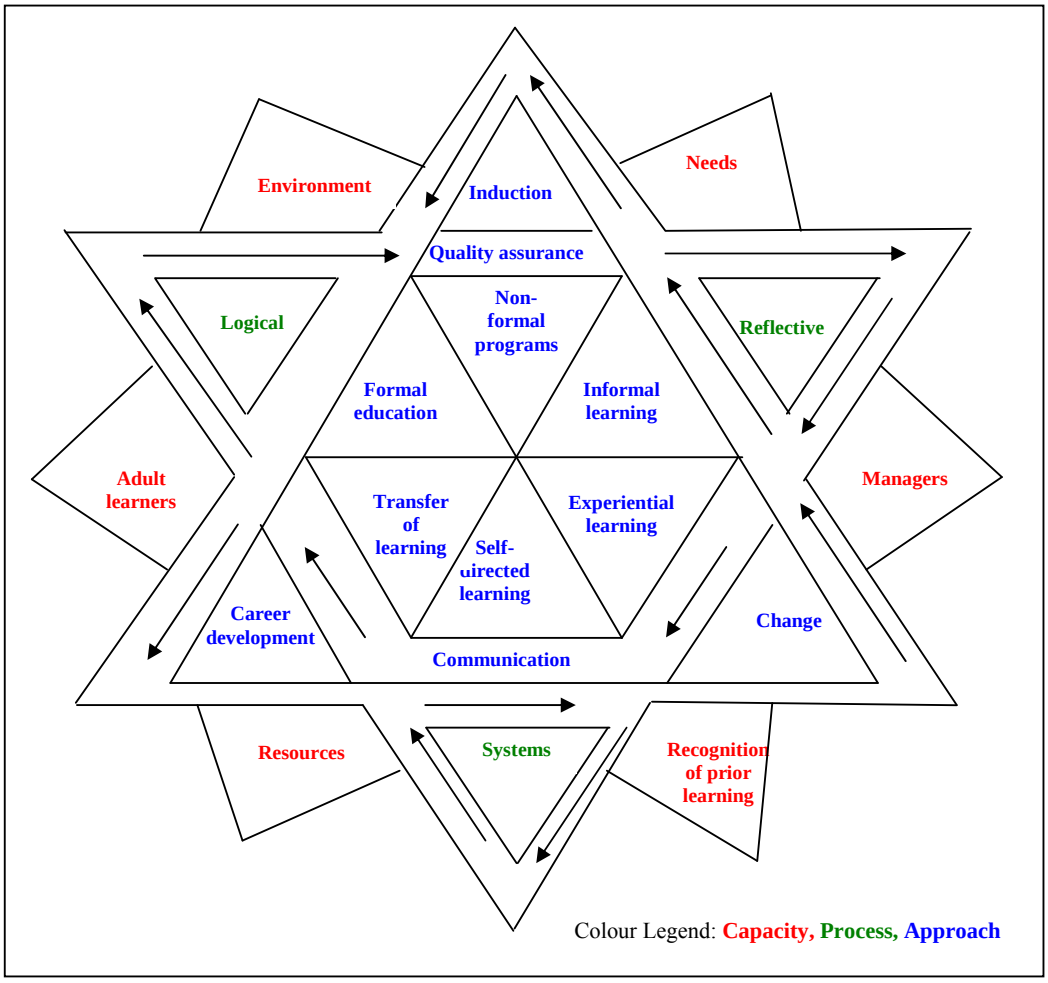

Figure 6.3: Characteristics of the Proposed Integrative Model

Even though Figure 6.3 more effectively depicts the characteristics of 'systems thinking' and 'integration', it could be difficult for potential users of the 'proposed integrative' model to find a specific starting point to use it. Therefore, in order to bridge the gap between the presentation of the 'proposed integrative' model depicted in Figure 6.3 and its simpler form in Table 6.2, a third type of thinking is necessary – that of 'reflective thinking'. By reflecting on the different characteristics of the 'proposed integrative' model and their relationships program developers could implement a contingency approach and overcome the 'one-size-fits-all' syndrome often generated by universal approaches. Therefore, in the 'proposed integrative' model, the researcher recommends the use of 'logical', 'reflective', and 'systems thinking' *processes*.

Approach

Integration is the pervading theme of the *approach* used in the 'proposed' model. For example, in the 'proposed integrative' model, the three facets of human resource development – training and development, organisational development, and career development are integrated. Even though these three facets are integral to the definition of human resource development, according to both the literature and the research results practitioners do not integrate them uniformly into their practices. Although, in the literature, it was noted that effective training and development is aligned to organisational change, the research results showed that the two phenomena are not always aligned in practice. Additionally, in both the literature and the research results the need for an increased focus on career development in Australia was noted (Burns, 2002; Cacioppe et al., 1990; DEST, 2005; McMahon et al., 2003). Therefore, in the 'proposed integrative' model career and organisational development as well as training and development are included.

One of the problems associated with training and development, previously referred to by the researcher, was the disparate nature of knowledge pertaining to this field. For example, knowledge about program development was, typically, based in the field education whereas knowledge about human resource development was based in business. In the literature, descriptions of approaches to training and development did not refer to program development. Even so, the researcher contends that greater

integration across the disciplines of education, business, and psychology will result in improved facilitation and outcomes of training and development. Therefore, in the 'proposed integrative' model, the researcher advocates the integration of 'essential elements' related to program development (see Appendix N).

In the 'proposed integrative' model both individual and organisational needs are considered contiguously. By contrast, in previous approaches to training and development managers considered individual and organisational needs separately. Even so, the research results indicated that practitioners used 'hybrid' approaches; that is, they integrated ideas from the different approaches to training and development. Although practitioners integrated ideas from the previous approaches, they did so in an ad hoc manner. Therefore, the researcher recommends an *approach* that facilitates systematic integration of the 'essential elements' of training and development.

In the discussion of *capacity* and *process*, the researcher has already referred to needs assessment and planning. In the discussion of *approach*, the researcher is referring to the design, implementation, and evaluation phases of program development. The four 'essential elements' to be integrated in the *approach* used in the 'proposed integrative' model are 'communication', 'quality assurance', 'transfer of learning', and 'type of learning'. The researcher recommends integration of these 'essential elements' into training and development programs because the current research indicated they were, typically, marginalised. Additionally, the review of the literature indicated that evaluation ('quality assurance') and 'transfer of learning' were not uniformly implemented. Whilst these concepts are well known, they have been difficult to implement in a sustained manner. Therefore, in the 'proposed integrative' model, managers would be trained to implement them.

In the 'proposed' targeted role-related professional learning for managers referred previously, 'communication skills' and 'the use of different types of learning' are identified. In learning how to 'use of different types of learning', managers would learn how to integrate evaluation strategies ('quality assurance') into training and development programs because evaluation is an essential aspect of determining whether learning has occurred. Also, they would learn how to integrate 'transfer of

learning' strategies into training and development programs and workplace practices because learning is ineffective if it can't be used. Similarly, in the 'proposed' role-related professional learning, managers would have opportunities to implement their own learning. Additionally, managers would learn how to use a range of 'types of learning'. For example, they would learn how to provide induction, career development, and change related training programs using formal and informal learning strategies. Hence, implementation of the 'proposed' *approach* would embed previously marginalised, but essential, practices in training and development programs. Furthermore, implementation of the 'proposed integrative' model would build the capacity of managers to facilitate effective training and development opportunities for staff. Consequently, professional learning needs would be met and the outcomes of training and development would improve.

Need and Purpose

It is important to have a model of training and development which is appropriate for dynamic work environments because individuals and organisations must continually learn and adapt in order to sustain advantage (Burns, 2002; Gall, Renchler, Haiseley, Baker, & Perez, 1985; Miller, 2003; Todnem & Warner, 1994). As stated previously, because the traditional limited and linear approaches to training and development were inadequate more sophisticated models were developed (Burns, 2002; Kane, 1986). Even so, this research has shown that the sophisticated models identified by Burns (2002) and Kane (1986) provided only a partial solution to the need for effective approaches to training and development. Moreover, in the previous models there was a focus on isolated needs and the broader implications of program and human resource development were not accounted for.

The purpose of the 'proposed' model is to provide an effective integrated approach to training and development, suitable for individuals and organisations in the context of dynamic work environments. In the following section the range of stakeholders for whom the 'proposed' model would be suitable is discussed.

Potential Users and Participants

As identified in the previous paragraph, individuals and organisations in dynamic work environments are the target audience for the 'proposed' model of training and development. The devolution of management within many organisations means that the responsibility for staff training and development is often delegated to human resource departments and line managers. Even so, the research findings indicated a need to build the capacity of middle managers to facilitate staff training and development. Therefore, line managers and human resource developers would need to learn how to use the 'proposed' model of training and development prior to its implementation. Although managers sometimes took on their roles without management qualifications or prior experience, universities provided human resource management courses to prepare students for roles which included the facilitation of staff training and development. So, it would be beneficial for academics and students in the field of management to have access to similar programs that would build their capacity to use the 'proposed' model. Finally, the 'proposed model' of training and development is suitable for a wide range of employees who work in the types of organisations described in the following section.

Possible Locations for Implementation of the Model

This research was conducted with state, district, and central offices which operated independently within the overall systems of larger Australian public and volunteer organisations; so, the results could be applicable to similar organisations. Even though the organisations were different there were similarities between the findings in the three case studies; consequently, the 'proposed' model was developed from the overall cross-case analysis and findings. Therefore, the 'proposed' model could enhance the provision of training and development in various organisations. For example, in situations where approaches to human resource development and training and development were limited, the 'proposed' model could be used as a foundation for initiating training and development programs. In situations with well established approaches to human resource development, managers and human resource developers could reflect on the 'proposed' model and use it to help fine tune existing scenarios. It is not known how widely applicable the model would be for

private or small enterprises because such organisations did not participate in this research. Consequently, further research would need to be conducted to determine the widespread applicability of the model. A strategy for introducing the proposed model is described in the following section.

Steps to Introduce the Model

The implementation of the 'proposed integrative' model would require organisational change and the commitment of key stakeholders, generated from an understanding of the need for change. Initially, it would be important to build the capacity of managers to understand, accept, and use the 'proposed integrative' model. Subsequently, managers would need to be supported until they could confidently transfer their learning into practice.

In order to up skill managers, relevant training materials and the professional learning program, referred to previously, would need to be developed and trialled. The development of such a professional learning program for managers would require resourcing and evaluation; the trial results would need to be disseminated widely to promote uptake of the 'proposed integrative' model. The phases of development and key tasks necessary for implementation of the 'proposed' model are outlined in Table 6.3, below. The generic terms 'program development' and 'support materials' appear as key tasks but could refer to professional learning programs in the work context or courses in the academic context along with the associated texts and teaching and learning artifacts.

Table 6.3 Commercialisation of the Proposed Integrative Model

Phase	Key Tasks
Planning and development	• Secure funding • Secure participants • Develop professional learning program • Develop support materials • Finalise logistics
Trial and refinement	• Trial program and support materials • Gather data • Refine program and support materials in response to data
Pilot and refinement	• Pilot program and support materials • Gather data • Refine program and support materials in response to data
Dissemination of findings	• Determine communication strategy • Write up research results in appropriate formats

	• Disseminate and publish findings
Development of commercial product	• Refine program and support materials to a commercial standard
Marketing of commercial product	• Market product • Secure clientele • Establish market

Ready for Use

The 'Integrative Model: Professional Learning in Dynamic Environments' was conceptualised as a result of the research findings so it would be quicker to trial the 'proposed' model in the research locations than elsewhere. Following an evaluation of the trial of the 'proposed' model, the training support materials and program would need to be refined and commercially produced (see Table 6.3). The timeframe for when this could occur would depend on the researcher having the opportunity to successfully trial the materials and professional learning program.

Limitations in Relation to the Model

Two limitations were identified in relation to the model developed as a result of this research (a) the suitability of the 'Integrative Model: Professional Learning in Dynamic Environments' for small or private enterprises is unknown because this research was not conducted in such organisations and (b) the degree of difficulty in implementing the proposed model is unknown because it has not yet been trialled. The researcher recognised that the 'proposed integrative' model could not be implemented without prior training of managers and human resource developers in its use. Such a training program would need to be well resourced and managers would need time to develop the required skills. Moreover, senior managers would need to approve and support the implementation of such a program. It could be difficult for potential users of the model to change their habits, adopt an integrative approach, and plan programs using different thinking strategies. Therefore, effective change management strategies would need to be utilised for the model to be implemented. Furthermore, these limitations could be addressed in future research.

Recommendations for Future Research

In addition to the recommendations for future research that were made in Chapter 5, the following recommendations for future research arose from the development of the model:

1. The 'Integrative Model: Professional Learning in Dynamic Environments' and an associated professional learning program for managers be resourced, developed, trialled and subsequently piloted prior to commercialisation;
2. As part of the evaluation of the trial and pilot of the professional learning program for managers, data be collected concerning (a) the current induction and training of middle managers, (b) the current capacity of middle managers to facilitate staff development, and (c) the impact of the proposed managers' professional learning program on their capacity to manage staff development; and
3. The nature of the relationship between organisational change agenda and training and development and the associated roles of middle managers should be explored.

Thesis Summary

In Chapter 1, the need for ongoing professional learning was identified and background provided which supported the need for research into adult learning in dynamic environments. Change has become a constant. Continual learning has become essential to sustain individual and organisational advantage. Consequently, training and development programs have been established to improve individual and organisational performance. Even though some programs were aligned with an organisational change agenda, the relationship between training and development and the organisational change agenda was unknown. Hence, the quest to explore this relationship was the primary focus of this research.

In Chapter 2, further background was provided through a review of literature in relation to learning in general, adult learning, characteristics of adult learners, motivation, approaches to organisational change, and approaches to training and development. Through a review of the literature it was found that the field of training

and development emerged from the fields of education, psychology, and business management. Thus, training and development was informed by andragogy, motivational theory, and organisational change and development. Even though, the relationship between training and development and organisational change agenda was evident in the literature, the researcher was concerned that a breakdown in the articulation of the relationship could occur because it was rare for managers to have expertise across the three diverse fields of education, psychology, and business management.

In Chapter 3, the interpretive approach and methodology of this research were described. An interpretive approach was adopted because the researcher wanted to explore, describe and evaluate the relationship between training and development and organisational change agenda. Multiple methods were used to collect both qualitative and quantitative data. Qualitative data were collected through semi-structured face-to-face interviews and open-ended questions included in a written survey which included closed questions and yielded quantitative data. The research was conducted ethically; thus, participants were informed, gave their consent to participate, and were free to withdraw at any time without penalty. Furthermore, the researcher ensured no harm would come to participants as a result of their participation in the research; thus, entry into the work environment was negotiated and interruption to work minimised. Consequently, 70 interviews were conducted and 210 questionnaires were completed across the three selected locations.

The data were analysed using either qualitative or quantitative techniques. The two data sets were compared and represented as three separate case studies in Chapter 4 and a cross-case analysis informed the discussion in Chapter 5. In each of the case studies in Chapter 4, the research findings were organised to provide an overview of the context and the need for change, and responses in relation to the four secondary research questions and the primary research question. Thus, the themes of (a) provision of training and development, (b) accessibility of learning programs, (c) motivational factors influencing application of learning in the workplace, (d) effectiveness of training and development, and (e) the relationship between organisational change and training and development were used to represent the findings and provide a structure for each case study. Subsequently, each theme was

introduced through the provision of pertinent statistical results and then elaborated upon through the provision of qualitative findings which included both narrative summaries and quotations from the perspectives of management and non-management employees. Finally, in relation to each case, a summary of key findings and their implications together with subsequent recommendations to improve the provision of training and development within a particular organisation were provided.

Findings from across the three cases were considered and synthesised to form a set of common and unique findings (see Appendix L) which, in Chapter 5, were discussed in relation to the literature reviewed in Chapter 2. Following the discussion of the research findings, implications were drawn and recommendations were made for future approaches to training and development, and in some instances future research. Thus, 63 implications were drawn and 42 recommendations for future approaches to training and development and 11 recommendations for future research were made. Additionally, a summary of the research findings which were consistent with, contrary to, or added to the body of knowledge, was provided together with a summary of the major findings and their implications in relation to each of the research questions and themes. After considering what was already known about good practice, the researcher condensed the 42 recommendations for future approaches to training and development to 10 key recommendations which were the basis for the development of the 'proposed integrative' model.

In Chapter 6, the researcher explained how the 10 key recommendations were, subsequently, categorised to form the basis of the proposed model which was described in Chapter 6. Following this, a rationale was provided for the implementation of the 'Integrative Model: Professional Learning in Dynamic Environments (IMPLIDE)'. The three components of the 'proposed integrative' model – *capacity*, *process*, and *approach* were described with references to the research and the literature. Additionally, the issues of need and purpose, potential users, possible locations in which the model could be used, steps that could be taken to introduce the it, and when it could possibly be ready for commercial use were addressed. It was recommended that a professional learning program for managers in

relation to the 'proposed integrative' model be developed, trialled, and evaluated in different organisations prior to commercialisation of the proposed model.

Conclusion

At the outset of this study the researcher set out to investigate the relationship, if any between adult professional learning and organisational change. To achieve this goal pertinent literature was reviewed and a suitable research methodology designed. Consequently, a unique set of instruments was developed, tested and used to collect the data (see Appendix B and Appendix C). Subsequently, the data were analysed and three unique case studies were described in Chapter 4 and the research questions were answered in Chapter 5. As a result of reflection on the research findings and the relevant extant literature, the researcher confirmed an alignment between practice and theory and identified some inconsistencies between the two sources. As a further result of the data analysis, the researcher developed and proposed an alternative approach to training and development; the 'Integrative Model: Professional Learning in Dynamic Environments' was described in Chapter 6. In Appendix O and Chapter 6 recommendations for further research were made.

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APPENDIX A: INTRODUCTION AND CONSENT

Introductory Letter for Managers

I am undertaking this study as part of my doctoral studies with Curtin Business School at Curtin University of Technology, Perth, Western Australia. The purpose of the study is to explore the influences and impacts of adult learning within large organisations. This research will explore how organisational change and ongoing professional learning is accommodated and how this could impact on workers in terms of their needs as adult learners.

At the conclusion of the study, participating organisations will receive, and individuals will be able to request, a brief summary report which will include:

- Aggregated data that identifies trends but not individuals, and describes the relationship between organisational change and workers views on their professional learning experiences;
- Recommendations for improving informal and formal professional training and development opportunities within the organisation; and
- Any models or frameworks, developed as a result of this study that enhance the sustainability of change initiatives.

I am writing to kindly request your assistance and support in this study. Participation will involve a preliminary interview with one or two members of the management team, the completion of surveys by a sample of staff, and time for some individuals at varying levels within the organisation to participate in one hour semi-structured interviews. This will take place at a time and date convenient to you. I have enclosed the open-ended questions so that you may review them prior to the interview. Your cooperation is most vital as the information and experience you provide will contribute significantly towards understanding organisational and individual professional development through adult learning within the workplace. Participation is voluntary and all interview and survey responses will be totally confidential and anonymity assured. Participants may also withdraw from the study at any time.

If confirmation of these details is needed, please feel free to contact my supervisor Dr Shelleyann Scott, Associate Professor Educational Leadership at Calgary University via email: sscott@ucalgary.ca or my co-supervisor Dr Paddy Forde, Associate Dean Internal Project Development at Curtin University on (08) 9266 7797 or Paddy.Forde@cbs.curtin.edu.au for further information.

I wish to express my appreciation and gratitude for your assistance. I will contact you in the near future with the anticipation of arranging an appropriate time and venue for the preliminary interview.

Sincerely,
Sue Bolt
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Email: susan.bolt@cbs.curtin.edu.au

Introductory Letter for Semi-structured Interview Participants

I am undertaking this study as part of my doctoral studies with Curtin Business School at Curtin University of Technology, Perth, Western Australia. The purpose of the study is to explore the influences and impacts of adult learning within large organisations. This research will explore how the need for organisational change and ongoing professional learning is accommodated and how this could impact on workers in terms of their needs as adult learners.

At the conclusion of the study, participating organisations will receive, and individuals will be able to request, a brief summary report which will include:

- Aggregated data that identifies trends but not individuals, and describes the relationship between organisational change and workers views on their professional learning experiences;
- Recommendations for improving informal and formal professional training and development opportunities within the organisation; and
- Any models or frameworks, developed as a result of this study that enhance the sustainability of change initiatives.

I am writing to kindly request your assistance and support in this study. Participation will involve participation in a one hour semi-structured interview. This will take place at a time and date convenient to you. I have enclosed the open-ended questions so that you may review them prior to the interview. Your cooperation is most vital as the information and experience you provide will contribute significantly towards understanding organisational and individual professional development through adult learning within the workplace. Participation is voluntary and all interview responses will be totally confidential and anonymity assured. Participants may also withdraw from the study at any time.

If confirmation of these details is needed, please feel free to contact my supervisor Dr Shelleyann Scott, Associate Professor Educational Leadership at Calgary University via email: sscott@ucalgary.ca or my co-supervisor Dr Paddy Forde, Associate Dean Internal Project Development at Curtin University on (08) 9266 7797 or Paddy.Forde@cbs.curtin.edu.au for further information.

I wish to express my appreciation and gratitude for your assistance. I will contact you in the near future with the anticipation of arranging an appropriate time and venue for the interview.

Sincerely,

Sue Bolt
Research Associate
Curtin Business School, Curtin University of Technology
GPO Box U1987 Perth, W.A. 6845
Mobile: (+61) 041 996 9978 Telephone: (+61 8) 9266 4029
Email: susan.bolt@cbs.curtin.edu.au

Consent Form

Curtin University of Technology
Consent Form – Student Research

I ……. agree to participate in the research project titled: '*Influences and Impacts of Adult Learning Within Large Organisations'*, being conducted by Sue Bolt of Curtin University of Technology, Perth, Western Australia as part of her PhD within Curtin Business School.

Sue Bolt has explained the purpose of the study is to explore how diverse organisations accommodate organisational change and ongoing professional learning and how this could impact on workers in terms of their needs as adult learners.

I am aware that participation is voluntary and that I may withdraw from the study at any time. I have agreed to the tape recording of my responses during the interview. I am satisfied that my interview responses will be confidential and anonymity assured and that tapes will be destroyed after the data has been analysed.

Signed by …….. …./…./….

Sue Bolt
Research Associate
Curtin Business School
Curtin University of Technology
GPO Box U1987 Perth, W.A. 6845
Telephone: (+61 8) 9266 4029
Mobile: 041 996 9978
Email: susan.bolt@cbs.curtin.edu.au

Dr Shelleyann Scott
Associate Professor
Educational Leadership
University of Calgary
Email: sscott@ucalgary.ca

Questionnaire Information Sheet

Adult Learning and Organisational Change
Information Sheet

Background:
Many organisations invest in staff training and development to implement organisational change. Change, particularly in large organisations, is often difficult to sustain.

Purpose:
The purpose of the study is to explore how organisations accommodate organisational change and ongoing professional training and/or development and how this could impact on staff in terms of their needs as adult learners.

Information about this research:
This research is being conducted by Sue Bolt of Curtin University of Technology, Perth, Western Australia as part of her PhD within Curtin Business School. The information you give is completely confidential and will not affect your employment in any way. At the end of the study each participating organisation will receive a report, in which no identifying names will be used, of trends within that organisation. Please contact Sue Bolt (susan.bolt@cbs.curtin.edu.au) if you would like information on the results of this questionnaire. If you would like any further information about this research please contact Dr Shelleyann Scott (PhD supervisor) via email sscott@ucalgary.ca or Dr Paddy Forde (PhD co-supervisor) on (08) 9266 7797.

How to complete this questionnaire:
Please *circle* the number next to your chosen response or write your answer in the space provided, as directed in the questionnaire. It will take between 10-30 minutes to complete the questionnaire. Please find a complimentary biro included as a token of my appreciation.

Your answers are vital to this research:
Your experiences with change and professional development are important. The questionnaires have been coded to enable the researcher to maximise the return rate. Your answers remain confidential and anonymous.

Please return this questionnaire:
Place your completed questionnaire in the box located at front reception by Friday 5th October
OR
Post it directly to Sue Bolt at Curtin Business School, using the attached reply paid envelope
OR
Fax it to Sue on (08) 9361 3484

Lucky Draw Prize:
To enter the Lucky Draw tear off half of the attached ticket and return your questionnaire with the attached ticket stub. The winner will be announced to your organisation and winners will be required to show their ticket to claim the prize.

Thank you for your cooperation in providing this information.

Sue Bolt
September 2007

APPENDIX B: QUESTIONNAIRE

ADULT LEARNING AND ORGANISATIONAL CHANGE QUESTIONNAIRE

*Please complete this questionnaire by **circling the number** next to the response you want to give or **writing your answer in the space provided**, as directed in the questionnaire.*

Please return of questionnaire, by _____. If you prefer - post it directly to Sue Bolt at Curtin Business School using the attached reply paid envelope or fax it to Sue on (08) 9361 3484.

Thank you for your cooperation in providing this information.

SECTION ONE: BACKGROUND INFORMATION

Q1	What **gender** are you? *(Circle one number only)*	Male Female	1 2
Q2	What is your **marital status**? *(Circle one number only)*	Single/never married Married/de facto Separated Divorced Widowed Other (please specify _____)	1 2 3 4 5 6
Q3	What is your **age** in years? *(Please write the number in the space below)*		
Q4	What is your nationality? *(Please write your answer in the space below)*		
Q5	a) Is English your first language? *(Circle one number only)* b) What was your first language? *(Please write your answer in the space below)*	Yes ***(go to Q6)*** No	1 2
Q6	What is the **highest level of education** you have completed? *(Circle one number only)*	Primary School Year 10 Secondary School Year 12 Secondary School Apprenticeship/Trade certificate TAFE Certificate (non trade) TAFE Diploma Bachelor Degree Postgraduate Diploma Masters Degree Doctoral Degree Other (please specify _____)	1 2 3 4 5 6 7 8 9 10 11
Q7	Please select the category that best describes your work situation. *(Select as many as are relevant)*	Permanent Limited tenure contract Casual Volunteer Other (please specify _____)	1 2 3 4 5
Q8	Do you work for **more than one** employer? *(Circle one number only)*	Yes No	1 2
Q9	a) What type of work do you do **most frequently**?	Management Supervisory	1 2

	(Select as many as are relevant) b) What is your role within your organisation? *(Please write your answer in the space below)*	Professional Administrative support Skilled Tradesman Manual labour Student Technical Other (please specify _____)	3 4 5 6 7 8 9
Q10	**In total**, how many hours **per week** do you usually work? *(Write the number in the space below)*		
Q11	How many hours per week do you usually work **for each employer** per week? *Please consider **employer one as the work you do most frequently** and other employers, if any, less frequently in descending order.* *(Write the number on the line)*	For employer one For employer two For employer three For employer four Other employers	___ ___ ___ ___ ___

GO TO SECTION TWO

SECTION TWO: ORGANISATIONAL CHANGE

Q12	Does your employer provide you with a range of opportunities for **professional training/development?** *(Circle one number only)*	Yes No *(Go to Q20 on page 4)* Unsure	1 2 3
Q13	a) Are you **satisfied** with these opportunities? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space provided)*	Yes No	1 2
Q14	Are you **aware of any changes** that your employer may be making to improve the organisation? *(Circle one number only)*	1 Not aware 2 Minimal awareness 3 Moderate awareness 4 Considerable awareness 5 Fully Aware	
Q15	Are your professional training/development opportunities, related to the changes your employer may be making to improve the organisation? *(Circle one number only)*	1 Don't know 2 Not related 3 Moderately related 4 Considerably related 5 Directly related	
Q16	Are you able to use or apply your professional training/development in your work situation? *(Circle one number only)*	Yes No Not applicable	1 2 3
Q17	**What factors help** you use or apply your professional training/development in your work situation? *(Write your answer in the space provided)*		
Q18	**What factors stop** you using or applying your professional training/development in your work situation? *(Write your answer in the space provided)*		
Q19	Considering your organisation's desire to change for the better. What, if any, suggestions would you make to improve the provision of professional training /development within your organisation? *(Write your answer in the space provided)*		

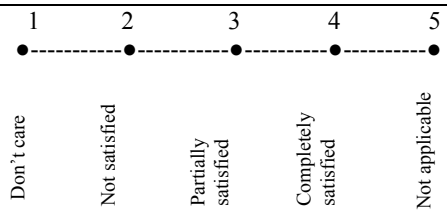
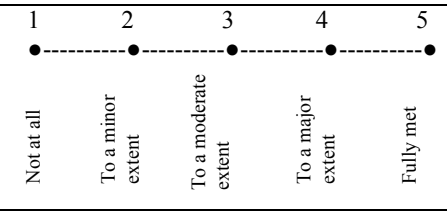
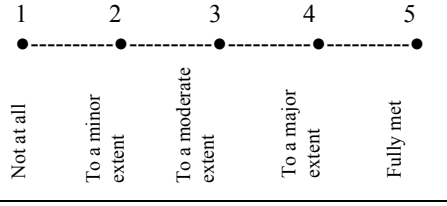
GO TO SECTION THREE

SECTION THREE: PROFESSIONAL DEVELOPMENT

Please read and refer to the given definitions when answering this section

Formal education *is provided by and at universities and TAFE colleges or by other registered providers on and off site, in the workplace. Formal qualifications, such as degrees, are awarded; or certificates may be given that universities recognise and use*

Q20	In the past year have you participated in any **formal education,** such as coursework that leads to a particular degree, diploma or certificate? *(Circle one number only)*	Yes No ***(go to Q21 on page 6)***	1 2
Q20a	Which of these best describes the **formal education** situation in which you participated? *(Select as many as are relevant)*	University TAFE Workplace training Recognised Training Organisation Private Provider Other (please specify _____)	1 2 3 4 5 6
Q20b	Which best describes your level of choice in participating in **formal education**? *(Circle one number only)*	1 2 3 ●----------●----------● No choice – required to Felt obliged to do it Freely chose to do it	
Q20c	What, if anything, motivated you to participate in **formal education** in the last year? *(Select as many as are relevant)*	Required to participate Opportunity to get out of the office Relevant to current job Increased promotional prospects Interest in the topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Financial support from employer Time given by employer Other (please specify _____)	1 2 3 4 5 6 7 8 9 10 11 12
Q20d	How was the cost, if any, of **formal education** met? *(Circle one number only)*	No cost ***(go to Q20f)*** Employer paid all ***(go to Q20f)*** Self funded Shared payment arrangement between employer and employee Deferred payment Other (please specify _____)	1 2 3 4 5 6
Q20e	In the last year how much would you estimate that you have personally spent on formal education? *(Circle one number only)*	$500 or below $501-$1000 $1001-$1500 $1501-$2000 $2001 or more	1 2 3 4 5
Q20f	a) How satisfied were you with these financial arrangements? *(Circle one number only)* b) Why do you feel this way?	1 2 3 4 5 ●----------●----------●----------●----------● Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	

	(Write your answer in the space below)	
Q20g	On average, per week how many hours did you spend participating in **formal education**? *(Please write your answer in the space provided)*	1. In your own time _____ 2. During work time _____
Q20h	a) How satisfied were you with this use of time? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	
Q20i	a) To what extent were your professional training/development needs met through your **formal education**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	
Q20j	a) In your opinion, to what extent were your employer's needs for change that improves the organisation, met through your **formal education**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	

Non-formal programs *are provided by employers and other registered providers to meet short or long term specific needs such as learning to operate a new machine or perform tasks differently. Certificates of participation may be awarded but they may or may not lead on to a formal qualification.*

Q21	In the past year have you participated in a **non-formal program** such as those listed in the next question? *(Circle one number only)*	Yes No ***(go to Q22 on page 8)***	1 2
Q21a	Which of these best describes the **non-formal program(s)** in which you participated? *(Select as many as are relevant)*	Conference Lecture/talk Workshop/seminar/tutorial Induction session(s) Demonstration Competency based training One day workshop or course Consecutive days short course Short course conducted over time Simulation Other (please specify _____)	1 2 3 4 5 6 7 8 9 10 11
Q21b	Which best describes your level of choice in participating in the **non-formal program(s)**? *(Circle one number only)*	1 2 3 ●----------●----------● No choice – required to Felt obliged to do it Freely chose to do it	
Q21c	What, if anything, motivated you to participate in the **non-formal program(s)** in the last year? *(Select as many as are relevant)*	Required to participate Opportunity to get out of the office Relevant to current job Increased promotional prospects Interest in the topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Financial support from employer Time given by employer Other (please specify _____)	1 2 3 4 5 6 7 8 9 10 11 12
Q21d	How was the cost, if any, of participation in the **non-formal program(s)** met? *(Circle one number only)*	No cost ***(go to Q21f)*** Employer paid all ***(go to Q21f)*** Self funded Shared payment arrangement between employer and employee Deferred payment Other (please specify _____)	1 2 3 4 5 6
Q21e	In the last year how much would you estimate that you have personally spent on **non-formal programs**? *(Circle one number only)*	$500 or below $501-$1000 $1001-$1500 $1501-$2000 $2001 or more	1 2 3 4 5
Q21f	a) How satisfied were you with these financial arrangements? *(Circle one number only)* b) Why do you feel this way?	1 2 3 4 5 ●----------●----------●----------●----------● Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	

	(Write your answer in the space below)	
Q21g	On average, per week how many hours did you spend participating in **non-formal programs**? *(Please write your answer in the space provided)*	1. In your own time _____ 2. During work time _____
Q21h	a) How satisfied were you with this use of time? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 Don't care 2 Not satisfied 3 Partially satisfied 4 Completely satisfied 5 Not applicable
Q21i	a) To what extent were your professional training/development needs met through **non-formal programs**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 Not at all 2 To a minor extent 3 To a moderate extent 4 To a major extent 5 Fully met
Q21j	a) In your opinion, to what extent were your employer's needs for change that improves the organisation, met through **non-formal programs**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 Not at all 2 To a minor extent 3 To a moderate extent 4 To a major extent 5 Fully met

Informal learning *occurs when people make an effort to learn from their experiences and does not involve formal instruction. These experiences may include: individual or group discussion and reflection, such as a review of operations by a committee; mentoring arrangements; professional reading; problem based learning; visiting other work sites to observe and learn from others performing their routine work. It may or may not occur in response to performance management situations but no certification is given.*

Q22	In relation to your work situation, in the past year have you participated in any **informal learning,** like the examples mentioned in the following question? *(Circle one number only)*	Yes No ***(go to Q23 on page 10)***	1 2
Q22 a	Which of these best describes the **informal learning** that you did? *(Select as many as are relevant)*	Action learning Mentoring Networking Team based learning Journaling Online forums Professional reading Site visits Peer observation Professional Associations Sitting on committees Other (please specify _____)	1 2 3 4 5 6 7 8 9 10 11 12
Q22 b	Which best describes your level of choice with the **informal learning** you did? *(Circle one number only)*	1 2 3 ●----------●----------● No choice – required to Felt obliged to do it Freely chose to do it	
Q2 2c	What, if anything, motivated you to participate in **informal learning** in the last year? *(Select as many as are relevant)*	Required to participate Opportunity to get out of the office Relevant to current job Increased promotional prospects Interest in the topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Financial support from employer Time given by employer Other (please specify _____)	1 2 3 4 5 6 7 8 9 10 11 12
Q2 2d	How was the cost, if any, of **informal learning** met? *(Circle one number only)*	No cost ***(go to Q22f)*** Employer paid all ***(go to Q22f)*** Self funded Shared payment arrangement between employer and employee Deferred payment Other (please specify _____)	1 2 3 4 5 6

Q22 e	In the last year how much would you estimate that you have personally spent on **informal learning**? *(Circle one number only)*	\$500 or below \$501-\$1000 \$1001-\$1500 \$1501-\$2000 \$2001 or more	1 2 3 4 5
Q22 f	a) How satisfied were you with these financial arrangements? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 2 3 4 5 ●----------●----------●----------●----------● Don't care / Not satisfied / Partially satisfied / Completely satisfied / Not applicable	
Q22 g	On average, per week how many hours did you spend participating in **informal learning**? *(Please write your answer in the space provided)*	1. In your own time _____ 2. During work time _____	
Q22 h	a) How satisfied were you with this use of time? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 2 3 4 5 ●----------●----------●----------●----------● Don't care / Not satisfied / Partially satisfied / Completely satisfied / Not applicable	
Q22 i	a) To what extent were your professional training/development needs met through **informal learning**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 2 3 4 5 ●----------●----------●----------●----------● Not at all / To a minor extent / To a moderate extent / To a major extent / Fully met	
Q22 j	a) In your opinion, to what extent were your employer's needs for change that improves the organisation, met through **informal learning**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 2 3 4 5 ●----------●----------●----------●----------● Not at all / To a minor extent / To a moderate extent / To a major extent / Fully met	

Incidental learning *occurs without you choosing to do it. You may increase your knowledge in a field simply by doing it, talking to people about it over time or reading snippets of information about it.*

Q23	In relation to your work situation, in the past year have you participated in any **incidental learning**? *(Circle one number only)*	Yes No ***(go to end of questionnaire on page 11)***	1 2
Q23a	Which of these best describes the **incidental learning** that you did? *(Select as many as are relevant)*	Working with others Experience of doing the job Reading books, journals etc Viewing videos/DVDs/podcasts Listening to radio/CDs/podcasts Talking to colleagues Other (please specify _____)	1 2 3 4 5 6 7
Q23b	What, if anything, motivated you to participate in **incidental learning** in the last year? *(Select as many as are relevant)*	Required to participate Opportunity to get out of the office Relevant to current job Increased promotional prospects Interest in the topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Financial support from employer Time given by employer Other (please specify _____) It just happened Not applicable	1 2 3 4 5 6 7 8 9 10 11 12 13 14
Q23c	How was the cost, if any, of **incidental learning** met? *(Circle one number only)*	No cost Employer paid all Self funded Shared payment arrangement between employer and employee Deferred payment Other (please specify _____) Not applicable	1 2 3 4 5 6 7
Q23d	a) How satisfied were you with these financial arrangements? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 Don't care 2 Not satisfied 3 Partially satisfied 4 Completely satisfied 5 Not applicable	
Q23e	In the last year how much would you estimate that you have personally spent on **incidental learning**? *(Circle one number only)*	$500 or below $501-$1000 $1001-$1500 $1501-$2000	1 2 3 4

		$2001 or more	5
Q23f	On average, per week how many hours did you spend participating in **incidental learning**? *(Please write your answer in the space provided)*	1. In your own time _____ 2. During work time _____	
Q22g	a) How satisfied were you with this use of time? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 Don't care 2 Not satisfied 3 Partially satisfied 4 Completely satisfied 5 Not applicable	
Q23h	a) To what extent were your professional training/development needs met through **incidental learning**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 Not at all 2 To a minor extent 3 To a moderate extent 4 To a major extent 5 Fully met	
Q23i	a) In your opinion, to what extent were your employer's needs for change that improves the organisation, met through **incidental learning**? *(Circle one number only)* b) Why do you feel this way? *(Write your answer in the space below)*	1 Not at all 2 To a minor extent 3 To a moderate extent 4 To a major extent 5 Fully met	

END OF QUESTIONNAIRE: Please check to see that you have answered all sections

PLEASE RETURN YOUR QUESTIONNAIRE PROMPTLY

Sue Bolt
Curtin University of Technology
Curtin Business School
Building 407:323
GPO Box U1987
Perth WA 6845

Email: susan.bolt@cbs.curtin.edu.au
Facsimile: (08) 93613484

Lucky Draw Ticket

To receive a summary of the research findings contact Sue Bolt.
Email: susan.bolt@cbs.curtin.edu.au Phone: (08) 9266 4029.

APPENDIX C: INTERVIEW QUESTIONS

ADULT LEARNING AND ORGANISATIONAL CHANGE

Exploratory Interview Questions

Background:

The development of an effective workforce that enables an organisation to provide quality service and achieve sustained advantage in today's dynamic environment is challenging. Many organisations invest in staff training and development to implement organisational change. Change initiatives, particularly in large organisations are not easily sustained. As you are aware this study explores the relationships between staff professional training and development and organisational change. Your participation is valued and confidentiality is ensured.

Purpose of this Interview:

Data will be collected at three levels through interviews and a questionnaire. The purpose of this exploratory interview is to provide **background information of a strategic nature**.

Time:

Please schedule a one hour appointment for this interview.

Preparation:

Please consider the following questions prior to the scheduled interview session. If you have any questions please do not hesitate to contact Sue Bolt by email susan.bolt@cbs.curtin.edu.au or by telephone on 9266 4029.

Thank you for your participation in and contribution to this study.

QUESTIONS

1. Has this organisation sought to implement any changes or improvements during the last two years? If so:
   a) How many changes or improvements were implemented?
   b) What were they?

   For each change initiative please comment on the following:
   a) Situation
   b) Task
   c) Action
   d) Result

2. Does this organisation provide access to any professional training and development programs for staff? If so:
   a) What opportunities are available to staff?
   b) How accessible to staff are these opportunities?
   c) How are people selected to participate in training and development programs?
   d) How is the financial cost of these programs covered?
   e) How is time to participate in these programs provided?

3. Is there a relationship between the opportunities provided and the change focus? If so please describe the nature of the relationship.

4. How does your organisation gauge the effectiveness of these training and development programs?
   a) How well are the overall needs of the organisation being met?
   b) How well are the needs of departments, teams or other groups met?
   c) How well are the needs of individual staff members met?

5. When considering the changes you anticipate that this organisation will face in the next five years … do you have any recommendations about:
   a) How change would best be implemented within your organisation
   b) Improving the provision of staff training and development programs
   c) Evaluation of training and development programs

ADULT LEARNING AND ORGANISATIONAL CHANGE

Semi-structured Interview Questions

Background:

The development of an effective workforce that enables an organisation to provide quality service and achieve sustained advantage in today's dynamic environment is challenging. Many organisations invest in staff training and development to implement organisational change. Change initiatives, particularly in large organisations are not easily sustained. As you are aware this study explores the relationships between staff professional training and development and organisational change. *Your participation is valued and confidentiality is ensured.*

Purpose:

The purpose of this semi-structured interview is to provide information about the influences and impacts that both organisational change and professional training and development have on people from various levels within the organisation.

Time:

Please schedule a one hour appointment for this interview.

Preparation:

Please consider the following questions prior to the scheduled interview session. If you have any questions please do not hesitate to contact Sue Bolt by email susan.bolt@cbs.curtin.edu.au or by telephone on 9266 4029.

Thank you for your participation in and contribution to this study.

QUESTIONS

1. Could you please briefly describe your role in the organisation? *(What is your job title? Would you describe yourself as senior management, middle management, worker or something else?)*

2. In the last year or two have you had to learn anything new to do your job? For example:
    a) Gain knowledge
    b) Acquire skills
    c) Develop understandings
    d) Change what you consider important

    If so, please explain what it was, when it happened, why you had to learn it, was anyone else involved (who), how did you go about learning it, where did the learning happen – at work or somewhere else?

The followed questions relate to changes or improvements that may have occurred in your organisation in the last two years, such as ….

3. a) What were the changes, if any? Did they affect you? If so, how? *(What happened? How did you feel about it?)*

    b) In response to these changes, were you given any training or professional development? If so, what did you think of it? *(How easy/difficult was it to access? What motivated you to do it? Was it worthwhile?)*

4. How did you feel about the need for change? *(Did you agree or disagree with it? What was it that caused you to agree or disagree with it?)*

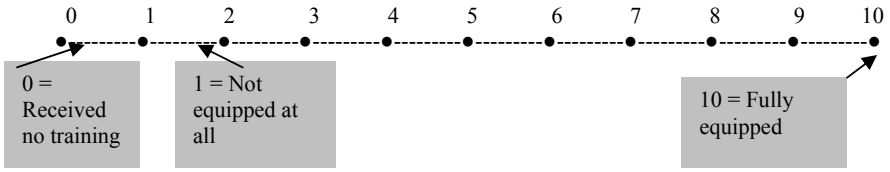
5. a) What actions did you take to implement or not implement the change? *(Attend meetings, training or practice sessions, learn to use new equipment or procedures, simulations)*

    b) What motivated you to act in this way? *(Why did you do or not do the things you did?)*

6. a) Could you please describe the changes, if any, to your routine work practices that occurred as a result of the change initiative(s) we have been discussing so far? *(Did the way you work change?)*

b) Were you offered any support to make these changes? If so, how were you supported?
(Work time given to change procedures, mentoring or coaching programs, performance management, etc)

7. a) Please use this scale to rate how well equipped you felt to implement the required change(s) as a result of your training or professional development. *(Please circle the number that corresponds to your rating)*



Please explain why you rated it in this way.

8. a) Please comment on the strengths and weaknesses of the training or professional development that you have been discussing in this interview? Do you have any ideas for improving the provision of professional training and development in your organisation?

b) Could you please explain why you think this way? *(Let's chat about these experiences and ideas)*

Strengths	**Weaknesses**	**Ideas** for improvement

APPENDIX D: MATRIX OF RESEARCH QUESTIONS AND INSTRUMENTS

	Research Question	Exploratory interview	Questionnaire	Interview
Overall	What are the relationships between adult learners' professional development and organisations' change agenda?	Q1 provides background to organisational change Q3 Are there links between change and PD Q5 Future Recommendations	Section 1: Background establishes the nature of the adult learner Section 2: Organisational Change establishes links between change and PD Section 3: PD Explores nature of PD	Q1 role in organisation Q3 identifies planned change in terms of who, what, when, where, why, how? Q4 Unfreeze – getting staff on board
1	What kind of programs, formal and informal, have diverse organisations established to meet their needs for organisational learning and change?	Q2 What opportunities are provided?	Q12, 15 Are there any and are they linked to org change? Q20, 20a Formal education Q21, 21a Non formal education Q22, 22a Informal Q23, 23a Incidental	Q2 need to learn something Q5 Move – what staff did to learn to implement the planned change
2	What kind of professional learning programs and experiences are accessible to staff	Q2 Are they accessible?	Q12,13 Are there any and are they satisfied? Type, choice, time + cost, satisfaction levels: Q20, abcdefgh Formal education Q21 abcdefgh non formal education Q22 abcdefgh non formal education Q23 abcdefg non formal education	Q5 Move – what staff did to learn to implement the planned change
3	What motivational factors appear to influence staff in transferring their learning to the workplace?	Q4 may/may not be apparent in the evidence	Q14 awareness levels Q15 PD linked to org change Q16 application Q17 driving forces Q18 restraining forces Q19 suggestions for improvement Q20c, 21c, 22c, 23b motivation to participate Q20, 21, 22, efg 23cde cost Q20, 21, 22 gh 23fg time	Q6 Refreeze – what happened to embed the change?
4	How effectively have existing professional development arrangements in diverse organisations met individual, group and organisational learning needs?	Q4 Evidence of effectiveness?	Section 2 Q12-19 Q20, 20a, 20i, 20j Formal ed - what was it and did it meet needs Q21, 21a, 21i, 21j Non formal ed - what was it and did it meet needs Q22, 22a, 22i, 22j informal - what was it and did it meet needs Q23, 23a, 23h, 23i incidental - what was it and did it meet needs	Q 7 How effective was PD in equipping staff to meet change requirements? Q8 PMI

APPENDIX E: QUESTIONNAIRE TRIAL FEEDBACK SHEET

Thank you *for participating in this trial. Your feedback is valuable to me. After completing the questionnaire, please answer these questions.*

1	How long did it take you to complete the questionnaire?	
2	Did getting the incentive encourage you to complete the form? (Fredo)	
3	What did you like about the questionnaire? (Pluses)	
4	What did you not like about the questionnaire? (Minuses)	
5	What ideas do you have that could improve the questionnaire? (Ideas)	
6	Did it make sense?	
7	How could the layout be improved?	
8	Would you prefer to receive a questionnaire such as this electronically or in print form? **Why?**	
9	What is the easiest way to for you to return such a questionnaire? (please indicate) **Why?**	Box in the office Reply paid mail Email Fax
10	On a scale of 1-10, 1 being the lowest and 10 the highest, what was your frustration level while completing this questionnaire?	

Other comments:

APPENDIX F: BRIEFING ITEMS

Adult Learning and Organisational Change Research Proposal

APPENDIX G: FOLLOW-UP LETTER

(Date)

Dear Participant

Unfortunately I have not yet received your completed *Adult Learning and Organisational Change* questionnaire. Your answers to these questions are really important. I am hoping to gain a better understanding of how people experience organisational change and professional development and as a result, develop a framework that enhances the success of change initiatives. People spend so much time at work and often need to learn new things to stay up to date and be competitive. So it is important to all of us that the most effective methods of engaging in change and professional development are recognised and used.

Your responses to the questionnaire are valued. By participating in this research you will have the opportunity to anonymously express your thoughts and feelings about what it is like for you participating in organisational change and professional development. You may also request and receive a summary of the research findings.

Organisations spend a great deal of money on change efforts and the provision of professional development but it is frequently difficult to achieve sustainable levels of improvement in these areas. Your organisation will benefit by receiving a report that identifies trends occurring within the organisation and suggested recommendations for improving the provision of professional development.

I have enclosed a copy of the questionnaire and a ticket in the Lucky Draw, which will be drawn soon. I will notify **(name of person in organisation)** of the number of the winning ticket. It will then be announced to staff. The winner will be required to show their ticket to claim the prize.

I appreciate the time and effort that you take to complete the questionnaire. To encourage a high response rate the questionnaire has a code number. Please be assured your answers are completely confidential. I look forward to receiving your completed questionnaire, in the coming week.

Yours sincerely

SUE BOLT
RESEARCH ASSOCIATE
Building 407:323
Phone: (08) 9266 4029

APPENDIX H: MEMBER CHECKING

Thanks Sue, that would be great.
Much appreciated
"V"

-----Original Message-----
From: Susan Bolt [mailto:Susan.Bolt@cbs.curtin.edu.au]
Sent: Wednesday, 1 October 2008 11:08 AM
To: "V"
Subject: RE: Adult Learning and Organisational Change Research Report

Hi "V"

Thank you for your email and for your coordination or the research report. I hope the report is useful for your review. Hopefully I will be able to get the new model of training and development to you in time for your consideration also.

Regards
Sue

From: V
Sent: Wednesday, 1 October 2008 11:03 AM
To: Susan Bolt
Subject: RE: Adult Learning and Organisational Change Research Report

Hi Sue

I did receive the report in Sue's stead around a fortnight ago and was going to get in touch with you to follow up.

"C" retired in January this year and is now living the life on his Olive Grove down South. I will send a copy to him for his information with your details if he wishes to follow it up. The new Executive Director POD is "B" (email address). I also made a copy for his information, along with the new Assistant Director "P" (email address).

I've made a copy for "R" but he advised he had already received a copy. I sent a copy to "S" at home (currently on maternity leave).

I'll follow up with "R", "B" and "P" to extend the initiation to contact you.

We are currently going through a review of the POD structure and the report will provide some interesting considerations in regards to learning and development. "S" returns from leave mid-February 2009.

Kind regards

"V"
A/Organisational Development Coordinator
People and Organisational Development Directorate

-----Original Message-----
From: Susan Bolt [mailto:Susan.Bolt@cbs.curtin.edu.au]
Sent: Wednesday, 1 October 2008 9:09 AM
To: "V"
Subject: Adult Learning and Organisational Change Research Report

Hi
Last year "S" coordinated the research I did with (Case 3). A short while ago I mailed the report to "C", "R" and "S". Could you please follow up that either "C" or "R" received a copy of it for me and let me know if they did. I would like to know their thoughts about it.

Regards
Sue

Hi "S"

Just checking if you received the hard copy of the research report I sent you a few weeks ago. I have attached it - in case the mail went astray. Please let me know if what I have written aligns with your understanding of the situation this time last year. Thanks again for your support. I will send you a copy of the model I developed in due course.

Regards
Sue

Hi "R"
Thanks for your reply. I actually got the quote from the interview I did with you, which I transcribed. I will remove the phrase, 'their old carriage'.
Please let me know if you have any further comments.
Regards
Sue

From: "R"
Sent: Wednesday, 1 October 2008 9:52 AM
To: Susan Bolt
Subject: RE: Adult learning and organisational change research report

Hello Susan

I'm not sure where you got this quote, however as far as I know they are trained on track in both the A and B series trains. you will need to clarify with "A".

the driver trainers themselves, the drivers out on the track in their old carriage.

Thank you & regards

"R"

Training Manager
People and Organisational Development

APPENDIX I: CROSS INSTRUMENT COMPARISON

Example from Case One

Motivating factors identified in the *exploratory interview* were government regulations, the organisation's national agenda, public expectations and financial sustainability. Motivating factors from an operational point of view expressed in responses to *semi-structured interview questions*, aligned with the strategic perspective identified in the exploratory interview but expressed a more personal motivation. Strategically, the organisation was motivated to provide 'Certificate IV Training and Assessment' courses for staff to comply with government regulations, meet public expectations of quality, increase market share and attract revenue. Operationally, respondents completed the course because it was a requirement and to help others which aligned to the ethos of the organisation. Similar motivating factors were evident in other examples such as recruitment and protocols. *Questionnaire data* indicated that 89% of respondents were able to apply their learning in their work situation; the highest motivating factor for participation in formal education, non-formal programs and informal learning was relevance to current job; for incidental learning the most motivating factor was interest in the topic. Factors that supported application of learning in the workplace were: individuals' desire for self-development, knowledge, skills and confidence; a workplace that was supportive, provided resources and opportunities to apply the learning; and training and professional development that was relevant, supervised and ongoing. Some respondents encountered nothing hindering their application of learning in the workplace; others were hindered by lack of time, information, recognition, financial reward and opportunity to apply their learning; some were hindered by excessive workloads, working offsite, age restrictions and relevance of training. Motivation was multi-faceted; thus, data from the three instruments broadened understanding of motivation rather than duplicating the same results.

Example from Case Two

Results from *exploratory interviews* confirmed the employer paid for staff to access professional development. Access was determined by team managers who determined needs in accordance to strategic plans and budgets. Results from *semi-*

structured interviews confirmed that most respondents could access professional development whenever necessary but some had difficulty due to workload and availability of appropriate professional development. Some respondents did not need to access professional development. A more expansive view of professional development existed for example capacity building was important so that staff could value add to their roles, rather than only perform at the required level. *Questionnaire data* confirmed staff accessed formal education (26%), non-formal programs (87%), informal (86%) and incidental learning (92%) opportunities. Thus, the comparison of the three instruments has shown that employers provided access to training and development and employees accessed the various forms of learning opportunities differently. Therefore, data from the three instruments confirmed and broadened understanding of access to learning opportunities.

Example from Case Three

Both the *exploratory* and *semi-structured interviews* identified a similar range of formal education, non-formal programs and informal learning opportunities provided for employees. *Semi-structured interviews* broadened the range by identifying additional formal education opportunities ranging from Certificate II in Contracts, Certificate IV courses, Diploma, Advanced Diploma and Masters level qualifications. A wider range of non-formal programs including conferences, workshops and short courses was identified. Informal learning through participation in staff meetings, networking and online learning were identified. *Questionnaire data* indicated 85% of respondents were provided with a range of training and professional development opportunities and 82% of respondents were satisfied with these arrangements but 18% were either dissatisfied or unsure about it. Satisfied respondents indicated their learning opportunities enhanced their careers, were accessible and relevant, increased their knowledge, skills and understandings, were funded, supported by the employer and provided them with feedback. Those who were dissatisfied reported there was a lack of opportunity, funding, time, information, career enhancement and commitment by the employer. Thus, data from the three instruments confirmed and broadened understanding of provision of training and development opportunities.

APPENDIX J: QUESTIONNAIRE RESULTS

Section One: Background (see Chapter Three pp.97-98)

Section Two: Organisational Change

	Question	Category	Case One	Case Two	Case Three
12	Does your employer provide you with a range of opportunities for professional training/development?	Yes No Unsure	83% 15% 2%	92% 3% 5%	85% 10% 5%
13a	Are you satisfied with these opportunities?	Yes No Unsure	72% 25% 3%	82% 18%	82% 15% 3%
14	Are you aware of any changes that your employer may be making to improve the organisation?	Not aware Minimal awareness Moderate awareness Considerable awareness Fully aware	11% 11% 31% 33% 14%	14% 24% 38% 20% 4%	18% 19% 31% 21% 11%
15	Are your professional development and training opportunities related to the changes your employer may be making to improve the organisation?	Don't know Not related Moderately related Considerably related Directly related	14% 8% 22% 36% 20%	24% 24% 33% 16% 3%	28% 15% 27% 28% 2%
16	Are you able to apply your professional training/development in your work situation?	Yes No Not applicable	89% 3% 8%	93% 2% 5%	85% 5% 10%

Qualitative Questionnaire Results

Question	Case 1	Case 2	Case 3
Q13a. Are you satisfied with these opportunities? **Q 13b. Why do you feel this way?**	People were satisfied because of:		
	• Career enhancement • Ability to access it • Relevance	• Career enhancement • Ability to access it • Relevance • Increased knowledge, skills and understandings • Funding • Encouragement and support • Interest • Personal choice • Personal responsibility	• Career enhancement • Ability to access it • Relevance • Increased knowledge, skills and understandings • Funding • Employer support • Feedback
	People were dissatisfied because of lack of:		
	• Follow-up • Relevance • Opportunity	• Relevance • Opportunity • Funding • Time	• Opportunity • Funding • Time • Information

		• Information • Recognition of expertise, skills and interests	• Employer's commitment to promoting professional development • Career enhancement
Q 17. What factors help you use or apply your professional training/development in your work situation?	Application of learning was enhanced by:		
	Individuals'		
	• desire for self-development • skills competency • knowledge • confidence	• Autonomy to choose appropriate professional learning • Freedom to try different approaches • Creativity • Prior knowledge and experience	• Desire for self-development • Prior knowledge and experience • Awareness of significance and current trends • Autonomy
	Work environment		
	• Is supportive • Provides resources • Provides opportunities to incorporate what was learned into the daily routine	• Includes regular team meetings • Includes performance management processes • Is supportive • Where people accept change • Provides time to experiment, develop and implement new ideas/learning • Fosters collaboration and networking • Recognises expertise • Funds professional learning	• Is supportive • Provides opportunities to incorporate what was learned into the daily routine • Communicates effectively • Fosters communities of practice • Encourages continuous improvement • Is flexible • Has effective management • Allows time for training and professional development
	Training and professional development that is:		
	• Relevant • Supervised • Ongoing	• Relevant to role and work situation • Needs based • Skills based • Research based • Available in various forms • Allows for practical application • Incorporates action learning	• Relevant to role and work situation • Aligned with change agenda • Providing knowledge, skills, understandings and qualifications • Practical
Q 18. What factors stop you using or applying	Some people were able to apply their learning without encountering any hindrances.		

your professional training/development in your work situation?	For others application of learning was hindered by:		
	• Environment • Resources • Training and Professional development	• Environment • Resources • Training and Professional development	• Environment • Resources • Training and Professional development • Personal reasons
	Environmental factors that caused hindrances included:		
	• Lack of financial reward • Lack of information • Lack of recognition • Working offsite • Workload • Age restrictions	• Limited capacity for change • Government policy • Reactive rather than proactive school culture • Bureaucratic management • Limited support for professional development • Lack of clear directive leadership • Low morale/high stress levels • Excessive workloads	• Resistance to change • Government policies and decisions • Limited career opportunities • Ignorance of significance of changes • Limited support for professional development • Excessive workloads • Silo management • Systems • Priorities • Lack of understanding about role
	Resourcing factors that caused hindrances included:		
	• Lack of time	• Budgetary constraints • Technological problems • Lack of time	• Budgetary constraints • Lack of training infrastructure • Lack of time
	Training and professional development factors that caused hindrances included:		
	• Relevance • Lack of opportunity to participate in or develop ideas from training	• Relevance • Lack of opportunity • Approach • Choice	• Relevance • Lack of opportunity • Lack of follow-up with ongoing need for training
	Personal reasons included lack of:		
	-	-	• resources • desire to study
Q 19. Considering your organisation's desire to change for the better. What if any suggestions would you make to improve the provision of professional development/training within your	Suggestions for improvement were:		
	• Determine needs • Performance management that recognises people's skills, experience, qualifications, balances workload and allows	• Greater alignment between goals and actions • Adopt more effective change management strategies • Change the industrial	• Increase opportunities for career development • Foster of culture that values learning and excellence • Improve ongoing

organisation?	for relevant ongoing professional development • More effective communication • Greater inclusion of young people • Increased resourcing of study time and equipment	agreement so that more professional development can be accessed • Negotiate with staff, value their opinions and avoid top down planning • Increase opportunities and funding for professional development, including scholarships and professional degrees • Quality assurance of presenters • PD should be relevant and designed to suit specific needs • Employ relief staff to release people to attend professional development (PD) • Allow more time for staff to access PD • Publicise PD more effectively • Include follow-up support after PD • Improve performance management and induction processes	performance management and follow-up • Recruit more staff so that workloads are manageable and staff can attend training • Publicise PD more effectively • Clarify policy concerning study assistance and scholarships • Increase opportunities and funding for professional development especially for those not traditionally catered for • Evaluate and improve current training and professional development opportunities • Decrease union involvement • Allow more time for staff to access PD

Section Three: Professional Development – Formal Education

	Question	Category	Case One	Case Two	Case Three
20	In the past year have you participated in any formal education, such as coursework that leads to a particular degree, diploma or certificate?	Yes No (go to q21)	63% 37%	26% 74%	41% 59%
20a	Which of these best describes the formal education situation in which you participated?	University TAFE Workplace Training RTO Private Provider Other	5.3% 18.4% 28.9% 42.1% 5.3% -	65% 9% 4% 13% 4% 4%	43% 14% 2% 34% 2% 5%
20b	Which best describes your level of choice in participating in formal education?	No choice - had to Felt obliged to do it Freely chose to do it	8% 20% 72%	- 10% 90%	7% 12% 81%

20c	What if anything motivated you to participate in formal education in the last year?	Required to participate Get out of office Relevant to current job Prospect of promotion Interest in topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Given financial support Given work time Other (_____)	9% - 21% 17% 16% 3% 1% 11% 17% 3% 4% -	2% - 19% 7% 22% 2% 2% 15% 28% - 4% -	6% 3% 23% 13% 14% - - 8% 17% 11% 6% -
20d	How was the cost, if any, of formal education met?	No cost (go to q20f) Employer paid (- q20f) Self-funded Shared arrangement Deferred payment Other (_____)	28% 48% 4% 12% 8% -	5% 15% 50% 10% 15% 5%	2% 48% 26% 19% 5% -
20e	In the last year how much would you estimate that you personally spent on formal education?	$1-$500 $501-$1000 $1001-$1500 $1501-$2000 $2001 or more	55% 18% - 9% 18%	33% - - 28% 39%	9% 9% 9% 32% 41%
20fa	How satisfied were you with these financial arrangements?	Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	8% - 16% 60% 16%	- 20% 30% 45% 5%	5% 10% 26% 45% 14%
20g	On average per week how many hours did you spend participating in formal educations?	In your own time (in hours) In work time (in hours)	Range: 0-25 Mean: 5.72 SD: 6.01 Range: 0-4 Mean: 0.96 SD: 1.30	Range: 0-30 Mean: 10.21 SD: 8.25 Range: 0-10 Mean: .84 SD: 2.5	Range: 0-20 Mean: 5.60 SD: 5.19 Range: 0-40 Mean: 2.74 SD: 6.92
20ha	How satisfied were you with this use of time?	Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	4% 4% 36% 48% 8%	- 5% 45% 40% 5%	3% 7% 45% 33% 12%
20ia	To what extent were your professional training/development needs met through your formal education?	Not at all To a minor extent To a moderate extent To a major extent Fully met Not applicable	4% 4% 40% 44% 8%	25% 10% 35% 25% 5%	2% 12% 57% 19% 7% 3%
20ja	In your opinion, to what extent were your employer's needs for change that improves the organisation met through your formal education?	Not at all To a minor extent To a moderate extent To a major extent Fully met Don't know	8% 16% 32% 36% 4% 4%	30% 20% 25% 10% 15% -	29% 21% 41% 7% 2% -

Qualitative Questionnaire Results - Formal Education

Question	Case 1	Case 2	Case 3
Q20c 12 Other What if anything motivated you to participate in formal	Career development	-	-

education in the last year?			
Q20fa. How satisfied were you with these financial arrangements? Q 20fb. Why do you feel this way?	People were satisfied because:		
	• the costs of their formal education were met by the employer	• Costs were met by employer • Participation resulted from personal choice • Learning was valued	• Costs were met by employer • Goals were achieved
	There were no expressions of dissatisfaction.	People were dissatisfied because:	
		• Costs were met personally - a contribution from the employer would have been appreciated • There was no recognition or remuneration given as a result of participation	• Costs were met personally - a contribution from the employer would have been appreciated • It was not value for money
Q20ha. How satisfied were you with this use of time? Q 20hb. Why do you feel this way?	People were satisfied because:		
	• Enjoyable • Time effective • Chose to participate	• Chose to participate • Felt a sense of achievement • Recognised its importance	• Chose to participate • Felt a sense of achievement • Enjoyable • Time effective
	People were dissatisfied because:		
	• Too much personal time required • Lack of follow-up support • Pressure to complete it Insufficient training	• Working and studying was tiring • Time was limited • Employer did not provide time for this	• Working and studying was tiring • Too much personal time required • Employer did not provide time for this • Practical application was difficult
Q20ia. To what extent were your professional training/development needs met through your formal education? Q 20ib. Why do you feel this way?	It was useful because it:		
	• Was relevant • Achieved goals • Increased professionalism	• Was relevant to needs and/or role.	• Was relevant • Increased knowledge and understanding • Resulted in a qualification
	It had limited usefulness because:		
	• Prior learning was not recognised • There was no opportunity to use it	• It was not relevant to career or interests • It was too theoretical	• It was not relevant to career or role • Career goal was not achieved • It was too theoretical • It was not practical • There were negative reactions to doing things differently

Q20ja. In your opinion, to what extent were your employer's needs for change that improves the organisation met through your formal education? Q 20jb. Why do you feel this way?	It contributed to organisational change and improvement because it:		
	• Achieved its goals • Increased competency	• Built leadership capacity • Benefited clients and their families • Addressed needs • Up-skilled participants • Increased competency	• It was a legal requirement • Was aligned with change agenda • Increased knowledge, skills and understandings • Improved performance
	Its impact was marginalised because:		
	• There was insufficient follow-up • Staff not involved with organisational change • It was not relevant	• It was not relevant • Unaware of employer' change agenda • These skills were not recognised or valued by the employer	• Learning was not relevant to change • Unaware of employer' change agenda • Changes are not relevant to participants' role • Learning could not be applied to job • Learning can be theoretical but practical solutions are required • Training and professional development are not the core function • Learning was for personal rather than professional reasons There was limited opportunity to participate

Section Three: Professional Development – Non-Formal Programs

	Question	Category	Case One	Case Two	Case Three
21	In the past year have you participated in a non-formal program such as those listed in the next question?	Yes No (go to q22)	95% 5%	87% 13%	73% 27%
21a	Which of these best describes the non-formal program(s) in which you participated?	Conference Lecture/talk Workshop/seminar Induction session Demonstration Competency Training One day course Consecutive day course Short course over time Simulation Other (_____)	11% 16% 22% 7% 8% 13% 15% 5% 3% 2%	20% 15% 21% 3% 6% 4% 18% 9% 3% - 2%	17% 17% 23% 8% 5% 3% 16% 7% 3% - 2%
21b	Which best describes your level of choice in participating in the	No choice - had to do it Felt obliged to do it Freely chose to do it	18% 18% 64%	17% 9% 74%	20% 10% 70%

	non-formal program(s)?				
21c	What if anything motivated you to participate in the non-formal program(s)?	Required to participate Get out of office Relevant to current job Prospect of promotion Interest in topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Given financial support Given work time Other (_____)	11% 7% 23% 6% 20% 3% 6% 9% 8% 3% 5% -	12% 4% 25% 5% 22% 1% 9% 3% 9% 4% 8%	15% 3% 33% 4% 22% - 1% 3% 9% 4% 8% -
21d	How was the cost, if any, of participation in no-formal program(s) met?	No cost (go to q20f) Employer paid (- q20f) Self-funded Shared arrangement Deferred payment Other (_____)	40% 47% 3% 10% -	29% 52% 8% 11% - -	19% 77% 3% 1% - -
21e	In the last year how much would you estimate that you personally spent on non-formal program(s)?	$1-$500 $501-$1000 $1001-$1500 $1501-$2000 $2001 or more	78% 11% 11% - -	86% 7.% 7% - -	75% - - - 25%
21fa	How satisfied were you with these financial arrangements?	Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	5% 3% 3% 79% 10%	- 3% 12% 67% 18%	5% - 4% 73% 18%
21g	On average per week how many hours did you spend participating in non-formal program(s)?	In your own time (in hours) In work time (in hours)	Range: 0-15 Mean: 1.49 SD: 2.77 Range: 0-10 Mean: 1.66 SD: 2.58	Range: 0-50 Mean: 1.84 SD: 6.80 Range: 0-80 Mean: 2.48 SD: 10.05	Range: 0-10 Mean: .42 SD: 1.36 Range: 0-16 Mean: 2.20 SD: 3.59
21ha	How satisfied were you with this use of time?	Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	7% 2% 2% 79% 10%	2% 7% 32% 59%	5% 1% 33% 57% 4%
21i	To what extent were your professional training/development needs met through non-formal program(s)?	Not at all To a minor extent To a moderate extent To a major extent Fully met	- 16% 45% 26% 13%	5% 11% 39% 39% 6%	8% 16% 46% 27% 3%
21j	In your opinion, to what extent were your employer's needs for change that improves the organisation met through non-formal program(s)?	Not at all To a minor extent To a moderate extent To a major extent Fully met Not applicable	5% 26% 40% 18% 8% 3%	11% 24% 30% 33% 2% -	12% 22% 46% 18% 2% -

Qualitative Questionnaire Results – Non-formal Programs

Question	Case 1	Case 2	Case 3

Q21fa. How satisfied were you with these financial arrangements? Q 21fb. Why do you feel this way?	People were satisfied because:		
	• Costs were met by employer • It improved skills, understandings and performance	• Costs were met by employer • It was a personal choice • Employees' efforts were rewarded • Support was given	• Costs were met by employer • It was a personal choice • Made employees feel valued • Demonstrated employer's commitment • Personal goals were met • It was relevant • Knowledge, skills and understandings were gained
	People were dissatisfied because:		People were not dissatisfied.
	• the cost of travel was not covered by the employer	• of budgetary constraints that inhibited their participation.	
Q21ha. How satisfied were you with this use of time? Q 21hb. Why do you feel this way?	People were satisfied because it was:		
	• Relevant • Done in work time • Achieved goals • Increased knowledge	• Relevant • Done in work time • Increased knowledge, skills and prospects • Personal choice • Practical • Enjoyable	• Relevant • Done in work time • Increased knowledge, skills and prospects • Programs were valuable and clearly explained • Learning occurred with team members and was put into practice in the workplace
	People were dissatisfied because it was:		
	• Not relevant • A waste of time • Difficult to cater for different levels	• Not relevant • Tiring to attend to given a heavy workload and insufficient time for the PD Not negotiated or aimed at individual needs	• Not relevant • Inefficient use of time • Difficult to accommodate within busy workload and life situation • Of variable quality • Unproductive – a legal formality for re-qualification
Q21ia. To what extent were your professional training/development needs met through your formal education? Q 21ib. Why do you feel this way?	It was useful because it:		
	• Was relevant • Practical • Fostered discussion • Achieved goals	• Was relevant • Practical • Personal choice • Accessible • Increased knowledge and understanding • Needs and interests	• Was relevant • Practical • Increased knowledge, skills and understanding

		based	
	It had limited usefulness because:		
	• It did not meet needs • There was insufficient follow-up	• It did not meet needs • It could not be fully applied • More training and professional development was required • There were limitations in time, opportunity and funding	• It did not meet needs • It was not relevant • It did not result in new learning • There was no alignment • It was not aimed at the appropriate level
Q21ja. In your opinion, to what extent were your employer's needs for change that improves the organisation met through your formal education? Q 21jb. Why do you feel this way?	It contributed to organisational change and improvement because it:		
	• Focused on change • Was relevant • Kept individuals up to date with information and current practice • Fostered interaction • Boosted morale	• Focused on and aligned with changes • Was relevant • Kept individuals up to date with information and current practice • Was accessible • Provided clear direction and outcomes • Was supported • Was collaborative • Was needs and interests based	• Was practical • Achieved desired outcomes • Improved performance • Was best practice • Was encouraged and supported • Up skilled employees • Qualifications were gained • Informed employees • Increased understanding of various roles • Connected people
	Its impact was marginalised because:		
	• Some needs were not met • It was not related to change • It was incomplete	• Employer's goals and need for change was unclear to participants • Was not relevant • Participants did not know how it related to them • The focus was inappropriate • It was a one off workshop rather than spaced learning • It was based on personal needs and interests rather than employer's	• There was minimal focus on change • Employer's goals and need for change was unclear to participants • It was not relevant • It needs to link more with Personal Development Plan • Implementation was hindered by insufficient time and resources • It requires everyone to apply what they have learned

Section Three: Professional Development - Informal Learning

	Question	Category	Case One	Case Two	Case Three
22	In relation to your work situation, in the past year have you participated in any	Yes No (go to q23)	80% 20%	86% 14%	66% 34%

	informal learning like the examples mentioned in the following question?				
22a	Which of these best describes the informal learning that you did?	Action learning Mentoring Networking Team based learning Journaling Online forums Professional reading Site visits Peer observation Associations Committees Other (_____)	9% 15% 12% 14% 3% 3% 11% 9% 10% 7% 9% -	7% 9% 18% 14% 2% 2% 16% 10% 6% 6% 10% -	7% 13% 14% 10% 1% 4% 13% 13% 13% 6% 7% -
22b	Which best describes your level of choice in participating in the informal learning you did?	No choice - had to do it Felt obliged to do it Freely chose to do it	9% 16% 75%	11% 8% 81%	8% 21% 72%
22c	What if anything motivated you to participate in informal learning in the last year?	Required to participate Get out of office Relevant to current job Prospect of promotion Interest in topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Given financial support Given work time Other (_____)	13% 2% 28% 6% 21% 2% 3% 12% 12% 1% 1% -	11% 3% 23% 4% 22% 0% 15% 6% 7% 1% 7% 1%	10% 5% 29% 7% 19% 1% 5% 6% 12% 1% 6% 1%
22d	How was the cost, if any, of informal learning met?	No cost (go to q20f) Employer paid (- q20f) Self-funded Shared arrangement Deferred payment Other (_____)	59% 22% 16% 3% - -	77% 11% 8% 4% - -	71% 21% 5% 5% - -
22e	In the last year how much would you estimate that you personally spent on informal learning?	$1-$500 $501-$1000 $1001-$1500 $1501-$2000 $2001 or more	89% 11% - - -	75% 13% 6% 6% -	75% 25% - - -
22fa	How satisfied were you with these financial arrangements?	Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	3% - 9% 66% 22%	8% - 14% 44% 34%	10% - 8% 55% 27%
22g	On average per week how many hours did you spend participating in informal learning?	In your own time (in hours) In work time (in hours)	Range: 0-10 Mean: 1.7 SD: 2.22 Range: 0-10 Mean: 1.3 SD: 2.09	Range: 0-50 Mean: 2.11 SD: 6.48 Range: 0-80 Mean: 4.02 SD: 10.54	Range: 0-5.5 Mean: .69 SD: 1.24 Range:0-37.5 Mean: 3.56 SD: 5.67
22ha	How satisfied were you with this use of time?	Don't care Not satisfied Partially satisfied Completely satisfied	- - 19% 66%	- 3% 32% 60%	1% - 33% 57%

		Not applicable	16%	5%	9%
22i	To what extent were your professional training/development needs met through your informal learning?	Not at all To a minor extent To a moderate extent To a major extent Fully met	- 12% 28% 44% 16%	1% 11% 43 % 42% 3%	3% 13% 54% 27% 3%
22j	In your opinion, to what extent were your employer's needs for change that improves the organisation met through your informal learning?	Not at all To a minor extent To a moderate extent To a major extent Fully met Not applicable	9% 6% 25% 50% 6% 4%	8% 14% 35% 41% 2% -	9% 16% 54% 19% 2% -

Qualitative Questionnaire Results – Informal Learning

Question	Case 1	Case 2	Case 3
Q22fa. How satisfied were you with these financial arrangements? Q 22fb. Why do you feel this way?	People were satisfied because:		
	• Costs were met by employer • Goals were achieved	• Costs were met by employer • It was a personal choice • It was accessible	• Costs were met by employer • It was a personal choice • It was relevant • It was a combined responsibility
	People were dissatisfied because:		
	• the cost of association membership was not met by the employer	• they wanted more opportunities	• Employees incurred expenses • More opportunities were wanted
Q20ha. How satisfied were you with this use of time? Q 22hb. Why do you feel this way?	People were satisfied because:		
	• Relevant • Done in work time • Achieved goals • Increased knowledge, competence and credibility	• It was relevant and integral to role • Knowledge and competence increased • Networking was beneficial • Time was used effectively • Solutions were developed • It was a personal choice • It led to greater motivation and job satisfaction • It was practical • Learning is a personal responsibility	• It was relevant • Time was used effectively • Issues were resolved • It was a valuable learning experience
	People were dissatisfied because it was:		

	• A waste of time • Meetings were too infrequent	• Time was wasted • More time was needed • More opportunities were needed • Needs were not met	• Time was wasted • More time was needed • Personal time was used • There was variable quality • It relied on personal research as there was no expertise within the organisation • Learning was superficial
Q22ia. To what extent were your professional training/development needs met through your formal education? Q 22ib. Why do you feel this way?	It was useful because:		
	• Learning was relaxed, informal and practical • Goals were achieved • It increased competency and confidence • It identified further learning needs	• It increased competency and confidence • It was relevant, meaningful and practical • Motivation increased • There was direct application to the workplace	• It was relevant and practical • It increased knowledge and understanding
	It had limited usefulness because:		
	• It was poorly organised • There was limited time to do more	• More time was needed • There was a lack of structure • A follow-up of formal learning would be beneficial • It can interfere with core activities	• There was lack of direction • It was not always relevant • It took up too much time • It did not increase knowledge • It did not result in formal qualifications • There was limited access to informal learning
Q20ja. In your opinion, to what extent were your employer's needs for change that improves the organisation met through your formal education? Q 22jb. Why do you feel this way?	It contributed to organisational change and improvement because:		
	• It was applicable to work situation • Learning was efficient • Knowledge, skills and understanding increased	• It was applicable to work situation • Change was more meaningful • It improves performance outcomes • Knowledge, skills and understanding increased • Confidence grew • Problems were solved • Interest in work is sustained • The employer encouraged it	• Issues were resolved • Change was understood • Knowledge was applied in the workplace • Employees are informed • Performance improved • Information was shared amongst employees • Learning occurred through networking and mentoring

		• Changes can be made • It is self-driven	
	Its impact was marginalised because:		
	• It was difficult to apply • It did not relate to role • The link between the learning and organisational needs was unclear	• It did not relate to role • The direction was unclear • There were competing demands within the system • Change takes time • Participants were not key players in the change cycle	• There was a lack of follow-up • More support was needed • Training and professional development was limited • The approach was reactionary • Employees were too busy • Information was already known

Section Three: Professional Development - Incidental Learning

	Question	Category	Case One	Case Two	Case Three
23	In relation to your work situation, in the past year have you participated in any incidental learning like the examples mentioned in the following question?	Yes No (go to end of questionnaire)	90% 10%	92% 8%	80% 20%
23a	Which of these best describes the incidental learning that you did?	Working with others Doing the job Reading Viewing Listening Talking to colleagues Other (_____)	22% 20% 16% 15% 7% 20%	21% 22% 17% 10% 7% 23%	23% 26% 19% 5% 3% 23%
23b	What if anything motivated you to participate in incidental learning in the last year?	Required to participate Get out of office Relevant to current job Prospect of promotion Interest in topic Peer pressure Desire for collegiality Wanted a challenge Personal career goal Given financial support Given work time Other (_____) It just happened Not applicable	4% 3% 20% 6% 24% 2% 5% 8% 12% - 2% 2% 11% 2%	6% 2% 24% 2% 21% 1% 15% 6% 8% 1% 4% 1% 10% -	10% 2% 26% 6 % 18% 1% 5% 8 % 11% 1% 2% 1% 10% -
23c	How was the cost, if any, of incidental met?	No cost (go to q20f) Employer paid (- q20f) Self-funded Shared arrangement Deferred payment Other (_____) Not applicable	83% 6% 3% 6% - 2%	84% 4% 6% 1% - 3% 2%	88% 5% 5% 1% - - 1%
23d	How satisfied were you with these financial arrangements?	Don't care Not satisfied Partially satisfied	8% - 6%	6% 1% 4%	6% - 7%

		Completely satisfied Not applicable	53% 33%	40% 49%	37% 50%
23e	In the last year how much would you estimate that you personally spent on incidental learning?	$1-$500 $501-$1000 $1001-$1500 $1501-$2000 $2001 or more	97% 3% - - -	98% - 2% - -	88% 10% 2 % - -
23f	On average per week how many hours did you spend participating in incidental learning?	In your own time (in hours) In work time (in hours)	Range: 0-20 Mean: 3.19 SD: 4.15 Range: 0-38 Mean: 5.92 SD: 8.05	Range: 0-10 Mean: 1.56 SD: 2.39 Range: 0-40 Mean: 6.44 SD: 10.13	Range: 0-10 Mean: 1.23 SD: 2.07 Range: 0-40 Mean: 7.11 SD: 9.72
23ga	How satisfied were you with this use of time?	Don't care Not satisfied Partially satisfied Completely satisfied Not applicable	- 2% 14% 70% 14%	4% - 27% 64% 5%	2% 1% 27% 63% 7%
23h	To what extent were your professional training/development needs met through your incidental learning?	Not at all To a minor extent To a moderate extent To a major extent Fully met Don't know	3% 14% 31% 44% 6% 2%	1% 23% 47% 27% 2% -	1% 22% 37% 37% 3% -
23i	In your opinion, to what extent were your employer's needs for change that improves the organisation met through your incidental learning?	Not at all To a minor extent To a moderate extent To a major extent Fully met Don't know	8% 6% 28% 42% 11% 5%	7% 20% 44% 29% - -	7% 21% 42% 28% 2% -

Qualitative Questionnaire Results – Incidental Learning

Question	Case 1	Case 2	Case 3
Q23da. How satisfied were you with these financial arrangements? Q 23db. Why do you feel this way?	People were satisfied because:		
	• There was little or no financial cost • It increased knowledge and skills • There was choice	• There was little or no financial cost • There was choice • Competency and cooperation were enhanced	• There was little or no financial cost • It was personal choice • It was relevant
	People were dissatisfied because:		People were not dissatisfied.
	• travel costs were not fully met	• resources were not always freely available	
Q23ga. How satisfied were you with this use of time? Q 23gb. Why do you feel this way?	People were satisfied because:		
	• Improvement • Self-paced learning • Reflection • Professional learning • Currency of knowledge and skills • Relevance to role	• Time was used efficiently • Needs were met • It occurs naturally • Knowledge, skills and understandings grew • Reflection occurred • It was interesting and	• Time was used efficiently • Knowledge, skills and understandings grew • It was collaborative • It was interesting and relevant • It was supported

		relevant • It was collaborative	• It was an achievement
	People were dissatisfied because:		
	• Nothing specific was achieved • Time was limited	• More time was needed • It was a haphazard unreliable way of learning • It did not meet all needs • It was disruptive • Little was achieved	• More time was needed • Personal time was used • Workload was prohibitive • Quality of learning was variable
Q23ha. To what extent were your professional training/development needs met through your formal education? Q 23hb. Why do you feel this way?	It was useful because:		
	• Increased knowledge, skills and understandings • was enjoyable • Increased currency • Could be remembered	• It was relevant • It was practical • There are many opportunities for this type of learning • It was satisfying • Feedback was readily available • It was valuable • It was personally driven	• It was relevant • It was practical • There are many opportunities for this type of learning • Increased knowledge, skills and understandings • Learned from the experience of others • Time was used effectively • It was an achievement
	It had limited usefulness because:		
	• Required personal research • Was ad hoc • Provided limited career advancement • Was difficult to differentiate between doing what you enjoy and professional development	• It required personal research • There were conflicts between learning and workload • It was ad hoc • It was not always relevant • More structure was needed • There were information gaps • Needs were not always met	• It was focused on organisational rather than personal needs • More time was required • It was a low level of learning • There was a low level of transfer • There was no feedback that learning was accurate
Q23ia. In your opinion, to what extent	It contributed to organisational change and improvement because:		

were your employer's needs for change that improves the organisation met through your formal education? Q 23ib. Why do you feel this way?	• There was a direct link between personal interests and employer's needs • Knowledge, skills and understandings improved • Benefited clients	• It all related to employer's need for change • Needs were met • Knowledge, skills and understandings improved • Workplace problems and issues were resolved • Morale improved • Reflection occurred • Links were made between goals and performance management	• Improved performance • Was linked to organisational needs • Incurred minimal cost • Increased knowledge • Enabled new thinking • Was supported • Fosters continuous improvement • Increases awareness of changes • Facilitates transfer of learning to workplace
	Its impact was marginalised because:		
	• Employer's needs were unknown • Employer was not involved in this process • Personal professional development was not recognised	• Time was not always used efficiently • More structure was needed • Change takes time • More relevant to personal learning needs than organisational needs • Employer's needs were unknown • Inconsistencies of knowledge and interpretation of policy could occur • Feedback not always given to employer	• There was a lack of awareness of change management • More time was required • Professional development needs to be planned more effectively • It was mainly younger employees who were targeted for training and professional development • More learning was required

APPENDIX K: SEMI-STRUCTURED INTERVIEW TRANSCRIPT

This is an example of 1 of 70 interview transcripts.

Question 1

Researcher: Could you please briefly describe your role in the organisation? (What is your job title? Would you describe yourself as senior management, middle management, worker or something else?)

C18: At present I do what they call the Business Process Analysis Role, based on a project, the human resource information system, ALESCO Project Upgrade. I'm looking at where there's possible improvements, mapping the processes where hopefully we can get reduced customisations in the program so that we get to as close to the original program as possible. So that is my primary role. I've got a substantive position which is a transit supervisor. I've been performing this role since late August *(2 months)*. There's change involved where they're heading to with the information systems.

Question 2

Researcher: In the last year or two have you had to learn anything new to do your job? For example:

a) Gain knowledge
b) Acquire skills
c) Develop understandings
d) Change what you consider important

If so, please explain what it was, when it happened, why you had to learn it, was anyone else involved (who), how did you go about learning it, where did the learning happen – at work or somewhere else?

C:18 For this specific role I couldn't say directly. In the last two years I've taken it upon myself to finish off my degree. I did that whilst working full time shift work and studying full time. With regards to the role itself it was something that was felt by the project team that was necessary but they hadn't actually planned for it so there was an expression of interest that went out at the start of August and a number of people came up and saw me and said you should go and do this role, that's how I got here.

Researcher: So what was your degree?

C:18 Business, double major Accounting and Management, I originally started back in 1990. I did the first year then but I was doing sports as well and sports took precedence being 18,19,20 and travelling around the world and then I went back to uni in 2005 with an agreement between myself and the university that I'd have the degree finished by mid 2007. So it was about 17 years from go to woe so I was very grateful to ECU that they extended the offer. They said if you don't finish by 2007 June we might have to review your previous units and your currencies and competencies and all that sort of stuff but I got it done.

Researcher: What was the shift work that you were doing?

C:18 With the transit officers I was mainly working afternoons so I was working anywhere from 3pm to 1am then on given days where there was university contact I'd go to uni about 9am finishing around 1pm and then going to work at 3pm.

C:18 This current job is a little bit different. Reviewing what I studied over the last two and a half years it only really fits in a 6 week component of one unit. I look back at Accounting Information Systems look at processes and mapping process and so forth – that's the only link that I can see there, so I didn't gain any specific knowledge for the role itself. I didn't actually go out and say this is the role, this is how I need to manage it. It is just something that basically I fell in to.

Question 3

The followed questions relate to changes or improvements that may have occurred in your organisation in the last two years, such as ….

Researcher: a) What were the changes, if any? Did they affect you? If so, how?(What happened? How did you feel about it?)

C:18 Operationally from the transit officer side they came up with a new rostering system. The officers no longer worked from the centre being Perth, they worked from the outstations being Armadale, Midland, Fremantle or Currambine. We were the first within the last two years we were actually the pilot line, the Currambine Line. So we actually had to change the way we deployed the staff. Instead of going to Perth and getting tasks from Perth we'd go to Currambine and all the staff go out through the Currambine Line. Volunteers were actually asked to put their hand up instead of having Perth as the home base, Currambine would be the home base so the volunteers put their hands up. As a result we were stationed out there so if they come in to Perth because there is also a fee component. If they turned up in Perth they get paid an extra amount for turning up in Perth as opposed to anyone else who turns up in Perth, they don't get paid whereas if someone working in Perth turned up at Currambine they'd get paid for turning up in Currambine. So in rolling that out what they wanted to try and do was get the Line itself to own the Line, get familiar with the clientele on the line and get the clientele familiar with the officers on the line so it became a line specific management system and they found that was fairly effective so as a result they rolled it out across all the other four lines and what it has brought about is recognition and awareness of your serious offenders, your good clientele and the clientele also recognising the staff so a rapport is being built as well. That was beneficial in that aspect.

Researcher: Previously could people have been rostered on for any of the lines?

C:18 Yeah previously you could turn up at Perth and you'd normally get a fortnight roster in advance and you may be performing say for instance on the train riding duty Armadale. You turn up on Tuesday and you might be doing train riding duty Fremantle whereas now if you turn up at Currambine you are doing train riding duties Currambine and that's it. So you just do the whole northern line and you don't cross over. So what used to happen staff used to go to Perth, travel from Armadale to Currambine then Currambine to Midland so they were everywhere which was also a good thing because they got to experience all the other lines but there was very little direct ownership and I think what they wanted to do was develop that form of ownership to the lines themselves to develop a little bit of culture and belonging and in doing that they said this is your baby, you guys are the supervisors of that line and these people will report to you directly because before people were supervised from the city and the city will report to you and it could be any supervisor. So now what they've done is they've put, they actually allocated identified supervisors in each area and they're in charge of their teams and their teams report to their supervisor so it is a bit more of a structured set up. That was probably more of a direct impact change.

C:18 The project I am working on at the moment will have a level of change in it. It is based on the human resource information system. What it does is that it captures the organisation's workforce, it captures the salaries, skills, all those sorts of things but what we're trying it do is that we are trying to streamline things. We're trying to develop a uniformity throughout the organisation because I find that like most organisations they are siloed. But I find out what one division is doing is similar to what another division is doing, their performing the same processes but their methodology is different so the outcomes are still the same. Someone will still put in a leave form but the way the transperth buses do it as compared with the way transperth trains does it is different so I am trying to get a uniform platform so that when everyone puts in a leave form they all do it the same and what's difficult is trying to change people who've been in the organisation for 30 + years. We did it this way. So that is a bit of a challenge so we need the support of the executives there all the general managers and their managers to try and provide a bit of decision support behind it and all this is affecting the change management by saying this is what is going to happen or this is what you will do. Sometimes that's what is needed to be done to break that mould.

C:18 In the transit officers section there was a pretty big change in regard to the name, from transit guard to transit officer and that was based on a perception that the officer provided a bit more of a respectable word like police officer and the transit officers were to a certain extent guarding they were

providing customer service they were providing a security and policing function. They were the frontline for the corporate and that's where most people contact us in Perth and I think it was to increase moral a little bit as well so they went from transit guard to transit officer and in advertising as well it had a little bit more of an impact and in speaking to parents it was more professional and that is the sort of way it has been taken on board. The patch has changed as well, the logo to support those sorts of changes. The uniform has changed to support that sort of image as well so we're now uniformed. Previously we wore a dark blue with long sleeved shirts. Now they are a light blue along with the police. Our pants are cargo pants instead of standard black slacks so the alignment is a lot closer now and the posters have gone out as well saying – police officer, transit officer they both have the same powers so the organisation is actually supporting the perception as well as identifying that their authority levels are the same to try and communicate to the community that the authority level and respect should be pretty much similar because the outcome is going to be the same, whereas that push wasn't there so much before, probably in the last, I've only been here four and a half years so that has occurred in the last 18 months.

C:18 I came from an operational role into this role here so I get to see both sides. I get to see with the payroll system and with the human resource information system I can see how they are trying to make it more efficient in the way that they process tasks, items and whatever and I can see also from the operational aspect how they are trying to make Ok for this role we want to present a certain sort of image for the CSAs they've employed passenger ticketing assistants to provide a better presence to assist with Smartrider, to assist with reducing fare evasion. They are making a lot more up front changes, division changes and I've been fortunate enough to see all that happen on the ground level.

Question 3b
Researcher: In response to these changes, were you given any training or professional development? If so, what did you think of it? (How easy/difficult was it to access? What motivated you to do it? Was it worthwhile?)

C:18 In regards to say the transit officer role the uniform and the name change had very minimal impact in regards to professional training. With regard to the legislation update, they maintain that so that's an ongoing aspect. As an officer you need to maintain, you need to be conversant with the legislation that you are going to be enforcing so they provide ongoing training for that. With the Smartrider they provided us with training, the Smartrider implementation as we were the people at the first point of contact when that change came through and the change of multi riders for the commuters to the Smartrider system we had some training for that to help us answer those questions that they might have.

C:18 With regards to my current position there was no professional development other than what I took upon myself and there was no training or support. I came into the role and some of the questions that I did ask was, Is there someone here that is conversant in the business Process Analysis? Is there someone here who is an expert in that area? Is there someone here who can point me in the direction I need to go? And the answer was no.

Researcher: So how did you find out what to do?

C:18 Personal research with a little bit of that previous training in the Accounting unit so I had a base level understanding of what I should be doing but looking at where I'd like to be with it, it's lacking. The idea would be that some support for that role in the way of a mentor or someone who is a subject expert but that's not the case here.

Researcher: So it was a brand new role when you took it on?

C:18 Yeah it was a brand new role and even asking the people involved in the project as to where we were headed with the role and where we were headed with the outcomes, there was no clear answer and that to me was a little difficult because if I was expected to produce an output and I asked you what was the output that you were expecting and they went ah so and so and so and so. I was to some extent thrown in blind. So what I did, I did a bit of research on the net and I went back to the tools like my books that I did and my previous assignments and I spoke to my unit tutors and I spoke to outside agencies like private enterprise who were very good in this area. It was just fortunate that I had

contacts. So have you heard of Six Sigma? I actually know a couple of people who are master black belts and this is what they do. So I went up there and presented them with the scenario of the organisation and they just looked at me and ohhh! So they said right this is where you need to start – I don't want to be in your shoes.

Researcher: How did you come to have those contacts?

C:18 It is fortunate, my brother works in a private enterprise where they're fairly resourceful such that they all have the necessary funding and the necessary expertise or they will train their staff up to the levels which they want and they'll have an expectation, say for instance one of those black belts he needed to generate a saving of $100,000 so they actually have those triggers in place and those performance indicators in place and for you to do that we will train you this way so they do all that. So when I went and had a chat to my brother he said, we've got Six Sigma team, do you want to come and have a chat to them and in doing that he said this is Steve, he's our master black belt and I just kept in touch from then on. So every now and then he'll feed me some information about some of the processes that they work through, how they managed the change, how they managed driving the support for the change, things like projects, say for instance if you want to build a motor and they say we're building it in 30 days and we want to build it in 15 what do we need to do? Very clear goals, very clear outcomes and what happens is the organisation will say, here's your resources go and do it and then they will put forward the recommendations and then they'll start to put it into place. Very structured in their manner, it was good to speak to them.

Researcher: And what did the Smartrider training involve?

This is a Smartrider. This is what it should be doing. This is what they'll be using. Our initial hand readers were faulty and what they do is they did a bit more research on the hand, they had like a PDA and the PDA had an attachment which you'd put into the PDA and it read the Smartrider. That was fine but what happened was the PDA was we found kept having software issues so as a result there were software issues. They were heavy, to put on someone's utility belt was an extra weight and the actual unit was about $6000 so the unit itself was maybe a $1000 and the software was $5000 so they were scared about it breaking as well so the guards were reluctant to carry it and one of the things they said was what do you reckon about this and the first thing that one of the officers did was throw it on the ground and said this is what is going to happen if we get into an arrest scenario. The last thing I want to be holding in my hand is a Smartrider hand reader so they went back to the drawing board and they got these new Smartrider readers and all they basically did was say here you go this is the new reader. They sent out a manual over the internet and said that's how you use it. So what I did I actually read it I actually went through it with the business manager but this is something that I do personally and as a result I understood it a little bit better so when I gave it to the staff I said right guys here's your manuals but this is how you use it so I sort of went through it with them which is a bit more than anyone else would have got. I took it upon myself to do that.

Question 4

Researcher: How did you feel about the need for change? (Did you agree or disagree with it? What was it that caused you to agree or disagree with it?)

C:18 In the respect of transit officer I felt that it was required. I felt that the role originally was misinterpreted, back in 2003 the role was identified as a customer service role but what it turned out to be was more of a police and security presence role. Customer service was a function of the transit officer role but it wasn't the primary function. Most people, if you were to sit there and greet everybody that would be great but when something happened people wanted us to act and in the surveys that they performed – it's called the Passenger Service Monitor – security was number 1 as an issue and it wasn't customer service as the number 1 issue. So when there was a need for change identified the senior management down there decided that this is the way we need to go and as a result the latest Passenger Service Monitor says that security is a number 3 issue so it has actually dropped in regard to customer perspectives so they felt that drop was showing that the change was actually positive which is good.

Researcher: Did they have to change the personnel?

C:18 What happened was that people tended to find out themselves. When the first recruitment drive occurred they sold it as a customer service role they sold it as meeting greeting not actually getting your hands dirty. When the realisation of what the role was people left themselves and now the advertisements are – it's a uniform, its actually a police uniform with a couple of stripes on it the white police stripes but the badge is missing and it's got a police officer badge and a transit officer badge and it's got a corrective services badge and it says, which badge are you? So it's really aligning it. And the other posters are half a transit officer and half a police officer and it's actually put together and one side you see transit and on the other you see police, like the police hat and it says be forewarned, they have the same powers. The organisation down there has actually been proactive in notifying all the public and in doing so they're equipping the staff as well so they are saying right. They found for instance that there was a high rate of injury so there was a bit of a case study done as to would another use of force option reduce the hand to hand involvement and the answer was yes and they went to pepper spray and they trained everyone up, they got the instructors in. What they did was they trained some of the staff to be instructors as well so a bit of pride in the unit again and put everyone through this, so they are willing to adapt to the environment. So in that aspect of the transit officer I felt that there was a need and they addressed that need and I think it is still ongoing. Every now and then there's a chat the police section is taking over the transit section but they've handled that pretty well.

C:18 With regards to my current role there is a need as well simply because with the human resource information system there hasn't been in my view in my very short experience of it, it hasn't been maintained as it should and it hasn't been audited so that the information that was on the database hasn't been audited as it should and therefore there are errors in its output and the system isn't being used to its full capability and as a result here the people are very good with the payroll side of the information system but the rest of the modules are just sitting there, whereas I have gone to the department of the auditor general and I've actually seen how they use all the components and it's awesome. They said this is what we do. We don't print payslips anymore so if anyone wants a payslip they go here. It is more efficient and it reduces down time. It reduces bottlenecks so there is a need for change here and part of it is this is why I am here I want find those improvements where we can go with it.

Question 5

Researcher a) What actions did you take to implement or not implement the change? (Attend meetings, training or practice sessions, learn to use new equipment or procedures, simulations)

C:18 Where it says attend meetings and training practices, quite correct I did do those where as I explained before I had very little knowledge or expertise in the area of business process analysis and improvements so what I did was I actually networked and reached out to those people whom I felt were experts in the subject or experts in the system and in doing so I've become a lot more conversant, I didn't know anything about the HRMIS at all they sort of said it's ALESCO module and I looked at it and said what and still to this day no one's actually sat me down and said this is ALESCO, this is what it does. So what I've done I've actually spoken to people who've been dealing with the improvements to ALESCO in the last two and half years and sat down with them of my own accord and said what does it do how does it do it, how do you guys get at this. I ask questions and I come back full of beans and then with the process improvements I went out to private enterprise and asked if you have this issue what do you do? How do you go about it? So networking has been very important for my current role simply because we don't have the expertise in house. Because I find that the organisation is very siloed in its approach and it is very much we don't know something, we don't do that. It's not that it's not our role it's how we can help out and that approach isn't applied. So I think it is pretty important so I take it upon myself to go out and learn what I can and bring back what I can as a result.

Question 5b
Researcher: What motivated you to act in this way? (Why did you do or not do the things you did?)

C:18 Part of it is personal drive. I have an intrinsic nature where I find I am performing a task or role or more like a responsibility then I need to know how to do it properly. I'm not one of those people who try and fly by say underneath the radar and say this is all I need to know and that's it. I try and gain as much knowledge as possible so I can provide the best output as possible and in doing so

hopefully I can produce quality output but I can't produce it unless I know what I am trying to do and it frustrates me if it is not in house I don't say oh that's too bad that's that, OK what else can I do to actually learn it. So motivational factors is probably more personal, that's the intrinsic what I can gain out of it as well so it gives me a level of experience.

Question 6

Researcher: a)Could you please describe the changes, if any, to your routine work practices that occurred as a result of the change initiative(s) we have been discussing so far? (Did the way you work change?)
b) Were you offered any support to make these changes? If so, how were you supported?(Work time given to change procedures, mentoring or coaching programs, performance management, etc)

C:18 I think part of it would be the approach because with the approach because I have a better level of understanding I can actually apply a different methodology to sorting the problem out. Say for instance one of the things that Six Sigma use is DMAIC, define, measure, apply, identify and change or something like that it's an acronym but what I do is I've utilised it and when I was mapping out certain processes I asked what are we trying to do here, what are our measures here. I actually applied what I learned and there's another one called SIPOC which is supply, information, output, process but I only learned that from speaking to the Six Sigma team and they said a supply can be anywhere a customer can be anybody and in understanding that I'd walk over to payroll and say OK what do you want as a customer of the information that you will receive? The guy looked at me and went, what? I said, pretend that you're a customer and everyone else is your supplier if you were asking of your supplier a certain quality of documents what would you want and what should they be looking at? So if you said, if they were doing it what would you I encourage the mindset. I said, look you are a customer of transperth train operations, they provide you with information for you to do your duties but if they provide you with the wrong information you can't do your duties so as a customer you'd be frustrated and he's like oh yeah but if they could do this and as a result I was able to record what their needs were as a customer as compared to what their needs were as a function so that was a bit different. So the way I approach things, the way I approached problems changed with a better level of understanding and then what I'd also do was go back and fire the ideas back to the Six Sigma team and they'd come back and say no you are off line oh well ok what do I need to do? And they'd steer me back in.

Researcher: Sounds like you've had a lot more support outside the organisation than inside the organisation?

C:18 Yeah, definitely. One of the questions that was asked of me was, what level of training would I be provided and my answer was none, what level of expertise was being provided, and my answer was none, what level of mentoring would be provided and my answer was none and what level of

Researcher: So this is what you asked PTA when you started?

C:18 No this is what someone was asking me when I was considering taking on this role and I said none and the actual answer to me was – why are you doing that role? Coz I put my hand up. I like a challenge and hopefully I can make a difference and I can produce the output that they are after but what I try to do is make it clear to the managers that I report to and asked them what their needs were and then I tried to drive down the scope to something that was manageable and tangible so I went in to them saying what did you want and sometimes the answers would come back I think this is good and to me that wasn't a concise answer so I'd walk away a little bit frustrated and that scared me such that if they weren't sure of what they wanted then how was I to produce the output as to what they may be thinking they would want and that was quite difficult. One of the questions I was asked was what do you want from the system and the answer was a fit for purpose human resource information system and I walked away and in my mind I said fit for whose purpose? Is it fit for payroll purpose? Is it fit for finance purpose? Is it fit for organisational purpose? Is it for the GM reporting purpose? So it was a very broad statement and I walked away on yeah that sounds great and then I started being inquisitive as to the fit for purpose statement and even then I couldn't drill it down and then that's when I said Ok I can't get the support that I require here so I need to start reaching out and I actually make appointments with the client user groups. I contacted the department of health. I contacted the

department of the auditor general. I contacted private entities or corporations to try and help me do what I've been put here to do.

Researcher: So have PTA allowed you time within your job to do that?

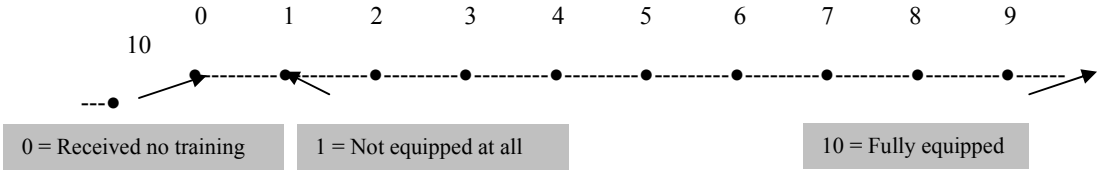
C:18 I don't have a tight set of reigns on me because I think that part of it is that they don't understand the role itself.

Researcher: So it is a pioneering role?

C:18 Yeah very much so. I've gone around to the divisions and said Ok what do you guys do? And they say oh we do this and I say do you have any documentation, OK so when you do this how do you know its correct, oh because John told me, so how do you know what John told you was correct, coz Bill told him and that's what I found and I thought now we are in trouble. We've got some customisations in finance that draw information out of the ALESCO database and my query was how do you know that that information that you draw is correct in the first instance and they said, because we audit it and I said oh that's great, so where do you audit it to? To the last reconciliation, I said that's fine but what did you audit that reconciliation to, the previous reconciliation, I said that's fine so back in 2003 when they formed the change who audited that data? I'm not sure, so how do you know if 2003 til now is correct? I never thought about that. And then I ask them, so you are using this customisation, what is it doing and they'll say to me I don't know we just got told to use this and so the level of knowledge within the system itself in this organisation is very minimal which makes my role very difficult. So with regards to the organisation giving me an opportunity to go and meet these people, I've made it incumbent upon myself to do that and if the organisation queries I've got no problems explaining my actions to me simply because the resources aren't here to help me to do the things that I need to do if they want this outcome but if I was fearful of what the organisation thought as to what I was doing then I'd be in a little box somewhere sitting upstairs and not reaching out and saying hey the department of the premier and cabinet are using the same system as us to me it would be silly not to go and chat to them and to give you an example Department of Health have been rolling out this system for the last two and a half years. We've been using it for the last eight years but they've got a focus team and they've got change management, they've got IT support they've got the resources, they've got the system experts and they started that two years ago. We started this in August so it would be silly for me not to reach out to these people and say what have you guys done, how did you guys do it and how did you realise your benefits or how did you improve what you were doing? Because we are a like organisation to a certain extent, we are a government organisation, we've got public policies to adhere to and all that sort of stuff so for me I think and the department of the auditor general has got 6000 employees some of which do shift work, which is what our organisation does so it would be silly for me not to go out and say how do you guys do this?

Question 7

Researcher a) Please use this scale to rate how well equipped you felt to implement the required change(s) as a result of your training or professional development. (Please circle the number that corresponds to your rating)



b) Please explain why you rated it in this way.

C:18 I think coming in to the business process analysis role I wasn't very well equipped at all other than the training that I'd undergone in my undergrad program, now that wasn't anticipated specifically for this role, it just happened that it was coincidental. One unit of which a six week component, so in regard to the current role I'd probably have to say from an organisational perspective it would be no training. I received no training and there has been no professional development on the organisational behalf even though they recognise that there is a need for the position. A lot of self directed learning,

one time I was given an email as to this is a business analysis process analysis course by one of my managers and that is as far as it went, hey you should have a look at this and that was it. It was relevant but the question that was put forward was are these, is this a contracted service provider and is the organisation willing to pay for this and the email stopped basically so.

C:18 In regards to the transit officer role they provide a base 10 week training course which provides foundational skills which is fine and they provide two weeks on the job where you actually go out with those that have experience and you get to see how they work and you get to interact with the way that they work so on that I'd probably say the way that they manage it is about a 6 or a 7. Speaking to staff who are going through training now and through my experiences there's a lot of people who are contracted to deliver a service to be the provider of training but are not fully conversant with the role itself and as a result I think there are some gaps but trying to identify the gaps, my recommendations are the senior officers may participate in delivering certain aspects of the training – that's fantastic, great, but nothings been done. The training provided for the transit officer role has been a lot better. The training provided for the business analysis role has been a 0.

Question 8

Researcher a) Please comment on the strengths and weaknesses of the training or professional development that you have been discussing in this interview? Do you have any ideas for improving the provision of professional training and development in your organisation?

b) Could you please explain why you think this way? (Let's chat about these experiences and ideas)

C:18 In relation to the transit officer I think what they need to do, some of the strengths are that they are actually delivering the training, that it is being undertaken and it is being undertaken on a base level of knowledge. At least they are trying to say this is what you do when you write out a ticket, this is what you do when you put on a set of handcuffs, this is what you've got to do when you swing a baton, so that's one of the strengths.

C:18 One of the weaknesses is that time does lapse and those that are delivering the training aren't actually out there participating in the work role itself and as a result there are things within the role that they aren't able to communicate because of that lack of experience. I find that with the police academy where they do there own training they keep it in house because they have people who are out there who deal with the role come in and provide the training so it is a first hand sort of knowledge and the contract would go to say for instance the OSTTU Operational Safety and Tactical Training Unit. They might be there for six months and then they go back out on the road again so it is constantly in an out and the applicability of the training is spot on. It is real life scenario training. The sergeant out there would deliver how you would do a brief because he's just come off prosecutions and the person who would be out there teaching you tactical weapons would be a tactical response officer. Whereas we've got people who here may be retired police officers who are trying to communicate what they did in the police as to how to write a rail ticket and yes there are some common elements but there are times when I think the on hand experience is also good. I was upstairs talking to the current training group and they were going through a ticketing scenario where someone would sit down and you'd come up and ask them for a ticket, well has anyone here pretended to be a tourist, what do you mean, well how would you deal with someone if I was from another state not so much as from another country but someone from another state who hadn't purchased a correct ticket? I'm from Sydney, the train system is different, inadvertently I come to an open station and I can't see any, because in Sydney you've got to buy tickets at the majority of stations but there's no one around I'm at a train station and I'm on my way to Perth and one of you officers come up and speak to me and I'm going I don't know what you are talking about and you say I need to produce, how would you verify that I am form Sydney? And if my response to you was I don't have any ID on me what would your response be? And they were all looking at me and I said well my common sense is that if I am a traveller, and this is my response to them, I'd feel that I carry some form of ID in case of emergency. If I was an officer and I was providing you with some medical support I'd want to know who to contact and then their response is well you can contact my mum or my aunty, so where do they live, oh they live here do they. It's a play and if you're understanding of the environment. So the weakness is that there is that gap there.

C:18 And the ideas for improvement are as I said to possibly involve those who are in the senior roles to possibly impart some of that knowledge and then you'll have the curriculum and also the vocational requirement that you'll have the on the job input as well. You'll find that most people the trainees will tend to ask a lot more questions because if they see someone in the uniform who is performing their role who's got no problem about saying is there anyone who's got any questions and you'll find that a hundred questions get asked at once whereas if someone's up there in a contracted uniform they won't ask so many questions because they are not sure if that person has been exposed to the same scenarios.

C:18 With regards to my current role I couldn't identify any strengths in the training and professional development. A lot of weaknesses simply because they should have done a role analysis, if you've got a business process analysis role you try and think of what your needs and requirements are, ok if we are going to bring someone on board who doesn't have a certain level of skill what are we going to do to up skill them and that wasn't performed. There was a bit of a we need someone up here who's got some sort of knowledge about what it is based on or not, someone like me who comes in and says where do we go from here? And they couldn't answer me that question and they couldn't answer what sort of output so I find that quite difficult, not even understanding the role itself or understanding what the requirements or output of the role is quite difficult. That is a huge weakness. I am only contracted in this position until January I think but we've just been doing a project study setting up a Gantt chart and all that sort of stuff and my role has actually blown out til June or July. Now if you were going to keep someone on for 12 months I would envisage that some proactiveness would occur. Bite the bullet send certain people on training courses create a level of knowledge within the organisation and maybe even keep them on board. I find that this organisation does need to implement a certain level of change I do find there are a lot of inefficiencies and mindsets not so much that need to be challenged, there probably are mindsets that do need to be challenged but I think with a better level of knowledge we can probably effect a smoother change and you can probably effect a win-win situation. They need to identify before they commit to any level of change what were the requirements. They need to identify what the role is there to achieve and they need to identify how they can assist with any ongoing training requirements.

Researcher: Would you expect that the project would be completed by June?

C:18 No for example we had a meeting yesterday we had a workshop with the supplier of the program and even then we were asking them questions and they couldn't answer them fully. In actually working out the Gantt chart today the timeline has gone to 2009 so what they need to do is have a clue.

Researcher: They didn't scope the project?

C:18 They didn't scope it but the approach is pretend we're, pretend probably isn't the correct word we are buying a new human resource information system we are not using at the moment, how would we go about implementing it? In saying that you go well what do we need to do. My first thought would be, how long has it taken someone else? Department of Health, it's taken them two and a half years. DOTAC it's taken them two and a half to three years, so you have a look at what these other organisations are doing how they are going about it and what sort of resources they've used what sort of things have they achieved and what were their KPIs throughout the process? We might be able to model something like that but instead they've stayed in house and said we've done an implementation study and they reckon we'll be in by June. I think that is a very sheltered outlook so there is someone out there doing what we are doing but they've already done it and they're two years ahead of us so we could probably call upon those resources, maybe they have done a bit of background research have a look at what people have done and maybe request shared information off them. I looked at the initial implementation study, one of the questions to the GM was do you have any processes that were undertaken by other organisations that I could look at that would mean I wouldn't have to redo a certain amount of work and the reply was yes there's 4-10 processes, that's great, can you send them over to me, yes, I still haven't got them and I would have liked them at the start of October and this is where the executive support is important and one of the executives were there and they should say, that commitment that you gave to the organisation you need to maintain and as a result the stance of the project becomes stronger as well so the support needs to be there as well.

52 mins answering questions; plus introductory and concluding discussions.

APPENDIX L: OVERALL FINDINGS

A: Provision of Training and Development

1. Formal education was provided by some employers as part of the training and development program. In addition, individuals independently sought access to formal education of their own choice
2. Non-formal programs were typically provided by employers as part of the training and development program
3. Informal learning opportunities were sometimes integrated into work practices and some non-formal programs but were not always overtly included as part of the training and development program or work practices
4. Training and development was provided in-house and by external providers
5. Training and development was provided at organisational, team and individual levels and supported financially as well as with some opportunity to participate during work time

B: Accessibility of Learning Opportunities

6. Different organisations had different approaches to human resource development, which facilitated staff access to training and development opportunities for teams and individuals
7. Access varied. Some staff self-directed their learning; some did not access it; and others could not access it even though they needed and wanted it. In some instances there was duplication of training
8. Workload, time, distance, technology and lack of provision hindered access
9. Staff learned informally and incidentally even though employers focused on providing formal education and non-formal programs
10. Induction of new staff was inconsistent and differed across organisations. Role-related induction was more difficult to access.
11. Middle managers could not access role-related training and development to build their capacity to manage staff or budgets

C: Motivational Factors Influencing Transfer of Learning in the Workplace

12. Employees were motivated to participate in training and development when it was relevant to their job, career goals or personal interests
13. Employees were motivated to apply their learning to provide a service to the community, colleagues and the organisation
14. Employees were motivated to apply their learning because both the opportunity and necessity to put it into practice existed in the work context

D: Effectiveness of Training and Development

15. Training and development tended towards being an event rather than a bespoke process because the before, during and after processes were not always considered.
16. Approaches to evaluation were inconsistent. If evaluation was conducted it was likely to be concerned with the effectiveness of programs provided for 'others' rather than staff; that is, it was likely to be from the perspective of 'training provider' rather than 'employer'
17. Employees' participation in training and development, and their knowledge, skills and experience were not always recognised or utilised
18. Cancellations, frequent changes, misleading feedback, limited time and opportunity threatened the effectiveness of training and development
19. Employees perceived less formal forms of learning to be at least as effective, if not more effective than formal learning opportunities

E: Relationship between training and development, and organisational change

20. There was a direct link between organisational change agenda and training and development but the link was not always clear to employees

APPENDIX M: RECOMMENDATIONS FOR FUTURE APPROACHES TO TRAINING AND DEVELOPMENT

Provision

1. Consider individual and organisational needs in determining provision of appropriate relevant formal education opportunities
2. Include provision of a wide range of non-formal programs so as to meet individual and organisational needs effectively.
3. Integrate informal learning into training and development programs and work practices
4. Encourage managers and human resource developers to employ both logical and reflective-intuitive thinking strategies to facilitate innovative flexible approaches to training and development
5. Include needs assessments to determine individual and organisational needs and organisational capacity to respond to those needs
6. Include risk and impact analyses of decisions made as a result consideration of needs assessment and organisational capacity to meet those needs
7. Allocate finances and time for formal and informal learning
8. Include quality assurance processes

Access

9. Adopt a 'hybrid' approach that meets individual and organisational needs
10. Incorporate strategies to ensure effective communication regarding training and development opportunities
11. Consistently and effectively induct staff into new roles
12. Provide opportunities for employees to direct their own learning
13. Encourage dialogue between employees and managers to determine employees' learning needs, preferred approaches to learning and current capacity for engaging with learning opportunities
14. Provide opportunity for employees to use what they learn
15. Encourage dialogue between employees and managers to enhance recognition and use of employees' relevant prior knowledge, skills and experience
16. Identify negative contextual factors by conducting a needs analysis
17. Implement strategies to reduce the negative impact of contextual factors
18. Implement strategies to create an environment conducive to learning
19. Include planned formal and informal learning opportunities
20. Create an environment that fosters experiential learning
21. Include a program to enhance managers' understanding of different types of learning and how they can most effectively be used in different situations
22. Include employment- and role-related induction
23. Provide middle managers with role-related training

Motivation

24. Provide targeted career- and role-related learning opportunities.
25. Create environments which facilitate personal choice, competence, meaningfulness and progress.
26. Utilise a broad range of learning theories
27. Provide employees with opportunity to apply their learning in the workplace
28. Include strategies to recognise and use employees' knowledge and expertise
29. Include strategies that enhance transfer of learning

Effectiveness

30. Tailor programs to participants' needs
31. Utilise all phases of the program planning cycle effectively
32. Focus on evaluating programs provided for staff as well as clients
33. Incorporate evaluation processes throughout programs to provide formative and summative data
34. Allow time for implementation to occur so that the full impact of programs can be evaluated
35. Address 'transfer of learning'

36. Recognise employees' knowledge and experience
37. Incorporate the principles of adult learning
38. Integrate training and development with organisational change agenda
39. Incorporate systems thinking to ensure program coherence and adequate resources
40. Incorporate informal and incidental learning

Relationship

41. Up-skill middle managers to facilitate staff development
42. Up-skill middle managers to understand the relationship between organisational change and training and development and communicate it to staff

APPENDIX N: EFFECTIVE TRAINING AND DEVELOPMENT

Essential Elements	Frequency	Examples	Linked to Recommendation
Types of Learning	9	• Formal education • Non-formal programs • Informal learning • Incidental learning • Self-directed learning • Experiential learning	1, 19, 21, 26 2, 19, 21, 26 3, 19, 21, 26, 40 40, 21, 26, 40 12, 21, 26 20, 21, 26
Needs	8	• Individual • Organisational • Assessment	1, 2, 9, 30 1, 2, 9, 30 1, 2, 5, 6, 16
Integration	7	• Informal and incidental learning into work practices and training and development • Communication • Evaluation • Principles of adult learning • Organisational change agenda • 'Hybrid' approaches to training and development	3, 40 10 33 37 38 9
Quality Assurance	7	• Risk and impact analyses • Processes • All phases of the programming cycle • Evaluation of programs • Evaluation of staff training and development • Formative and summative evaluation • Time for full impact • Coherence and resourcing	6 8 31 32 32 33 34 39
Managers	7	• Utilise logical and reflective thinking • Dialogue with employees • Understanding different types of learning and how to effectively use them • Role-related training • Facilitate staff development • Understand relationship between organisational change and training and development • Communicate to staff	4 13, 15 21 23 41 42 42
Transfer of Learning	5	• Opportunity to use learning in the workplace • Strategies to enhance it • Time for it to happen	14, 27 29, 35 34
Environment	5	• Identify negative contextual factors • Strategies to address contextual issues • Conducive to learning • Fosters experiential learning • Facilitates personal choice, competence, meaningfulness and progress	16 17 18 20 25
Type of Training and Development	4	• Induction • Career • Change	11, 22, 23 23, 24 38
Communication	4	• Opportunities for training and development • Needs and capacity • Recognition of experience and prior learning • Organisational change and its relationship to training and development	10 13 15 42
Recognition of Prior Learning	3	• Dialogue • Strategies to recognise RPL	15, 36 28, 36
Resourcing	3	• Time • Finances	7, 34, 39 7, 39
Thinking	2	• Logical *and* reflective • Systems	4 39

APPENDIX O: RECOMMENDATIONS FOR FUTURE RESEARCH

Therefore, as a result of the current research findings identified in Chapter Five, it was recommended that research be conducted into the following:

1. Practices related to and effects of in-house and external training providers
2. Practices related to and effects of the 'training bartering system' which existed in volunteer organisations
3. Practices related to and effects of alternative approaches to training and development
4. The nomenclature used to identify practices related to training and development
5. How effectively the 'Recognition of Prior Learning National Principles' were implemented within Australian workplaces
6. Induction processes in Australian organisations
7. How middle managers were currently up-skilled to perform their roles in Australian organisations
8. The relationship between organisational change and training and development
9. The capacity of middle managers to effectively facilitate staff development
10. The impact of up-skilling middle managers to effectively manage staff development
11. The nature of the relationship between organisational change agenda and training and development and the associated role of middle managers